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ABSTRACT

The report describes a Louisiana pilot program for providing integrated career education activities for grades K-14. The program contains five components: guidance and counseling, elementary, junior high, grades 10-14, and placement. The body of the report, 21 pages, describes the goals and objectives of each program component, the overall project design, its results and accomplishments, a brief project evaluation, and conclusions. The remainder of the report consists of appendixes, the first five comprise 56 pages and provide the project's quarterly report, additional tables, the followup study, a list and samples of products developed, and job observation sites. The final appendix (120 pages) is a third party evaluation of the project which discusses background information, the identification and description of program variables, program objectives, the evaluation plan, the evaluation findings, conclusions, and recommendations. Three appendixes to the evaluation provide the evaluation design summary chart, the standardized instruments, and locally developed instruments. (JR)

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Final Report

Project No.: V361036L
Grant No. : OEG-0-73-2972

Research and Development Project in Career Education

Conducted Under
Part C of Public Law 90-576

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Dr. Gertrude Enloe
State Department of Education
Baton Rouge, Louisiana 70804

November 30, 1974

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FINAL REPORT

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5. Summary of the Report

(a) Time Period Covered by the Report

June 1, 1973, to November 30, 1974.

(b) Goals and Objectives of the Program

The overall goal of the East Baton Rouge Parish Career Education program is to provide integrated Career Education activities to all students from Kindergarten through grade 14, so that every student leaving the school system will be prepared to:

(1) Take a job,

(2) Enter or continue a vocational education program, or

(3) Enter a baccalaureate program.

The program, as implemented, has five components: guidance and counseling, elementary, junior high, grades 10-14, and placement. Specific major goals relating to these components are:

(1) To educate personnel at all levels in the basic skills that a student needs for career achievement.

(2) To increase self and career awareness in elementary school students.

(3) To provide career orientation and meaningful exploratory experiences for junior high school students.

(4) To help students in grades 10-14 develop job entry skills.

(5) To assist students in placement in the next step of their career journey.

With the assistance of external evaluator Dean Andrew, the Career Education staff finalized nineteen performance objectives for evaluation. These objectives stated who would be doing the performing, what performance was expected, how the performance would be measured, and the expected level of performance.

(c) Procedures followed

The overall administration of the project was under the direction of the Louisiana Department of Education with the site coordinator and project staff located in the East Baton Rouge Parish schools.

Activities implemented in the Guidance and Counseling component were directed toward increasing school staff member's awareness of career achievement skills. Three extensive workshops were held to accomplish this purpose.

One, begun in the summer of 1973, was designed for selected elementary teachers, principals, and counselors. Not only did this workshop help teachers become more aware of ideas, it motivated them toward development and implementation of Career Education units in their classrooms. Staff and consultant assistance was provided during both the development and implementation phases. Using ideas developed in this workshop, three unit writers refined units which Career Education had printed for distribution to elementary teachers in East Baton Rouge Parish. An activity resource book, Mortar Book, was developed to aid elementary teachers in teaching Career Education units.

A second workshop was held in the summer of 1974 for selected elementary teachers and principals from schools not involved with the previous workshop.

A third workshop began in the summer of 1973 for selected high school technical and industry instructors, academic teachers, and counselors. Consultants and staff members assisted academic teachers to structure classroom activities to tie related technical information into academic areas.

In addition to these intensive workshops, Career Education staff members acted as consultants in faculty studies for schools on all levels. A one day in-service workshop was conducted for one junior high school, while two other one-day sessions were held for teachers of math and science and counselors.

Activities implemented at the elementary level focused on broadening the student's awareness to the range of career opportunities open to them, on helping them relate their academic subjects to careers, and in guiding them toward development of sound career goals. Specific activities included:

(1) Use of career units in the classroom.

(2) Use of resource persons to tell students about their career and work.

(3) Role playing in the study of a career unit.

(4) Hands-on-activities.

(5) Field trips in the community.

Materials needed for implementing these designs were provided through Career Education funds. Newsletter and other media coverage was given these efforts through services of a communications consultant.

The program activities in the junior high school component were designed to provide career orientation and meaningful exploratory experiences. Activities in this component included:

(1) On-site job observations.

(2) Exploratory courses in the World of Manufacturing and World of Construction.

(3) Development and piloting of a career Curriculum unit on the Port of Baton Rouge.

(4) Mini-guidance units.

(5) Group guidance classes.

The program activities in the grades 10-14 component were designed to provide students with opportunities for gaining entry level skills in various occupational fields. Experiences were provided in health careers, childcare management, home construction, electronics, welding, and machine maintenance. Other activities in this component included group guidance classes and dissemination of local career information on microfiche.

In the placement component a committee of counselors worked with the placement counselor to develop, administer, and compile data for a follow-up study of the 1971-73 trade and industry graduates. Placement assistance was given seniors, as well as graduates and job-related students in finding jobs or in applying for further training.

(d) Results and Accomplishments:

Four hundred twenty-six teachers have been involved with in-depth workshops. The curriculum of all 76 elementary schools incorporate career information and processes in instruction of 6840 students. Faculty study sessions numbered 229.

Career Education activities have been available for 7796 junior high students and have included classroom group guidance, hands-on experiences in World of Construction and World of Manufacturing, on-site job observation, and academic social studies tie-in through the Baton Rouge Port unit.

A total of 548 senior high students have participated in courses sponsored by the project to develop job-entry level skills. All senior high school students were provided group and individual guidance services and placement services were offered for the first time in 1974-75 for the vocationally trained students.

In-service training has been very instrumental in the implementation of the Career Education program. Provision for released time for teachers to make job observations and to work on special curriculum projects has been arranged by the administration.

Through efforts and funds of the Career Education program, a number of instructional products have been generated. These are listed in the Appendix D of this report.

To share ideas, the Career Education Newsletter was issued monthly during the school year. Other extensive dissemination efforts through T.V., radio, and local papers helped to keep the community aware of the progress of various components. Brochures and slide-tape presentations were prepared by staff members to be used when speaking to either school faculties or community groups.

Community involvement is evident from the voluntary participation on various advisory committees as well as the number of community resource persons listed in the directory of speakers available to classrooms.

(e) Evaluation

The evaluation plan was designed to answer these questions: (1) Can teachers, principals, and counselors learn and apply knowledge concerning career achievement skills? (2) After participating in Career Education activities, do students manifest desirable career achievement skills? (3) Can students be adequately trained and placed in jobs at the entry level? (4) How effective are the guidance services in the Career Education program? and (5) To what extent can the program objectives be achieved in relationship to selected predetermined standards? The standards were established on the basis of experience in other Career Education programs and through discussion with the project personnel.

The evaluation design summary chart, found in Appendix F, contains the program objectives, measuring instruments, and data collection procedures. Directly involved in the evaluation were 181 teachers, 38 counselors and 8,742 students.

(f) Conclusions and Recommendations

Conclusions and recommendations from the evaluation findings are found in Appendix F of this report. In this section, major conclusions and recommendations resulting from program changes, operational problems, and progress reports are noted.

5 (f) cont'd

(1) In-service, the highest priority in any major new thrust, must inspire teachers, motivate them toward change, and provide them with the techniques to bring about this change.

(2) Materials and assistance must be available as needed for most effective implementation.

(3) Released time for teacher participation in curriculum development, job site observations, and model classroom visitation is necessary.

(4) Establishment of a centrally located facility for advanced secondary and post secondary vocational skill development is needed.

(5) Following initial workshops, assistance of a professional staff is necessary in aiding teachers to pilot new, initiate proven, and maintain existing programs.

(6) Initiation and development of the project should have been part of early local planning and not thrust on the school system by the state.

(7) State and local commitments must be made to assure the funding and support of proven programs after the original grant terminates.

(8) Learning about materials, techniques, and group dynamics is continuous for the staff.

(9) Piloting of innovative models is vital to the life of the program.

(10) Eventual assimilation of Career Education concepts into the total curriculum with a corresponding loss in identity of Career Education is expected.

(11) The external evaluator should be identified at the time of funding.

(12) Provisions must be made for the statewide expansion of proven programs as adaptable to the needs in other parishes.

(13) In both innovative and ongoing programs, the time frame must allow for student understanding and commitment instead of random student assignments.

(14) If teachers are familiar with Career Education as effective

5 (f) cont'd

techniques to assist in delivery of an educational program for students, the threat of Career Education is removed.

(15) A model developed from sound testing of Career Education principles in continuous accessment is open to other teachers--doing, learning, stabilizing.

(16) The change in base of state funding from the parish to the state vocational technical school for the job-related program has resulted in a loss in interest and enrollment.

(17) Some efforts were made to further utilize existing school facilities during the summer months; more attention, however, should be given to future use.

(18) Expanded involvement of appropriate administrative and teaching staff to design and implement more comprehensive integration of Career Education concepts into all academic areas is needed.

(19) Advisory committees including members of the community are necessary in establishment and maintenance of a Career Education program.

(20) Continued community involvement not only informs the community, it serves as a resource to the instructional program for students.

6. Body of the Report

(a) Problem Area

East Baton Rouge Parish was selected by the State Department of Education to be the urban pilot project for developing, implementing, and evaluating a State Career Education Model.

Baton Rouge is an urban center with a population of about 321,400 people. While the parish has a substantial proportion of middle income families, approximately 18% (i.e. 12% black, 6% white) have incomes below the poverty level. The parish's economy is diversified with government, trade-wholesale and retail, services, contract construction, and chemicals-petroleum products providing the five areas of greatest employment. Approximately 5.7% or 10,000 of the labor force of 174,800 is unemployed.

The project design is a multi-component one with simultaneous efforts in developing, testing, and demonstrating a total Career Education thrust in the parish.

Studies of the employment needs of this parish are made periodically. Tables showing the local labor force characteristics and corresponding manpower projections are to be found in Appendix B of this report. A post high school survey was done in 1972 by 14 senior high school counselors on the class of 1969. Information from this follow-up study together with a post high school course survey, Appendix B of this report, helped to establish needs for additional vocational technical classes and other services to be offered. The East Baton Rouge system has recently spent over 2 million dollars to build and equip T & I facilities in 13 high schools.

(b) Goals and Objectives of the Project

On November 18 three staff members met in Natchitoches, Louisiana, with Dolph Camp, who represented our external evaluator, to begin the formulation of specific goals and objectives for the project. On January 11, Mr. Camp came to Baton Rouge to work with us refining those goals and objectives. The external evaluator, Dean Andrew, met with us for the first time on February 22 to revise those objectives.

The program, as implemented, has five components, guidance and counseling, elementary, junior high, 10-12, and placement. Basic goals were included in the original project narrative developed by Dr. Dan Kratochvil at the Louisiana State Department of Education in November 1972.

Specific objectives were finalized February 22, 1974, by Dean Andrew with the assistance of the Career Education Staff.

6 (b) Goals and Objectives cont'd

Components:

Guidance and Counseling:

Goal: To educate personnel at all levels in the basic skills that a student needs for career achievement.

Objectives: (1) The participants in the 1973 Summer Career Education Awareness/Motivation Workshop will improve their understanding of the principles of Career Education as measured by an Assessment Inventory. It is expected that the mean post-test score will be five percent higher than the mean pretest score.

(2) As a result of workshop experiences, the participants in the 1973 Summer Career Education Awareness/Motivation Workshop will apply knowledge of career achievement skills as indicated by the number of participants that use information contained in Career Education Awareness/ Motivation Manual in the classroom. It is expected that 90 percent of the teachers that participated in the workshop will report that they have used at least five of the six elements of Career Education outlined in the manual.

(3) The participants in the 1973 Summer Career Education Awareness/Motivation Workshop will demonstrate knowledge of the content of a career unit and methods for implementing a career unit as measured by a test developed by the in-service trainer. It is expected that the mean score on the test will be 75 percent of the possible test.

(4) As a result of training experience, the secondary school counselors in the project schools will demonstrate knowledge of follow-up skills necessary for next step placement as indicated by their scores on a vocationally oriented follow-up questionnaire. It is expected that the mean score will be 70 percent of the possible score.

(5) Special 1974 Elementary Workshop Objectives.

(a) The resource teachers will be aware of Competency Based Teacher Education as measured by a Post-Assessment Worksheet by the in-service trainer. It is expected that the participants will be able to answer 70% of the information given during the work session.

(b) The participating teachers will be aware of Competency Based Teacher Education as measured by a Post-Assessment Worksheet by the resource teachers. It is expected that the participants will be able to answer 70% of the information given during the work session.

(c) The participants will be able to identify activities that can be used in applying the six elements of a Career Education unit as indicated by the Career Education Element Assessment. It is expected that at least 80 percent of the participants will be able to correctly identify activities.

(d) The participants will respond positively to Career Education concepts and philosophy as indicated by their responses on a feedback questionnaire. It is expected that at least 70 percent of the responses will be positive.

Elementary:

Goal: To increase awareness in elementary school students of the broad range of careers open to them.

Objectives: (1) The students in the Career Education program, grades K-6 will demonstrate knowledge of occupations as indicated by their identifying occupations from pictures and by listing occupations known to them. It is expected that:

a. Students in grades K-3 will correctly identify 60 percent of the occupations shown to them, and

b. Students in grades 4-6 will be able to list an average of 30 occupations.

(2) The students in the Career Education program, grades 2-6 will improve their knowledge of information involved in making career decisions as indicated by their scores on the Cooperative Career Education Survey. It is expected that the mean posttest score will be five percent higher than the mean pretest score.

(3) The students in the Career Education program, grades 4-6 will demonstrate a positive self-concept as measured by the Coopersmith Self-Esteem Inventory. It is expected that the mean positive score will be at least 50 percent of the possible score.

(4) The students in the Career Education program, grades K-6 will demonstrate good work habits as measured by their work attitudes in the classroom. It is expected that the positive ratings received on a rating scale for school work habits will be 60 percent of the possible ratings.

(5) The students in the Career Education program, grades K-6 will demonstrate application of good interpersonal skills as measured by teacher ratings. It is expected that the positive ratings received on a social skills rating scale will be 70 percent of the possible ratings.

Junior High:

Goal: To provide career orientation and meaningful exploratory experiences for students.

Objectives: (1) The students enrolled in the exploratory courses will demonstrate knowledge of manufacturing and construction processes as measured by their grades in the World of Manufacturing and World of Construction

Courses. It is expected that at least 75 percent of the students will receive passing grades.

(2) The eighth grade social studies students studying the career unit "Port of Baton Rouge" will apply career achievement skills as indicated by the ratings of the teachers. It is expected that the mean rating will be 60 percent of the possible score.

(3) As a result of participating in group guidance mini-units, students in grades 7-9 will improve their response toward the guidance concepts and program as measured by a guidance questionnaire. It is expected that the percent of positive post-test responses on the questionnaire will be at least five percent higher than the percent of positive pretest responses.

(4) Eighth grade students participating in a "Group Guidance Unit" will improve their career achievement skills as measured by the Career Maturity Inventory. It is expected that the mean post test scores on the goal selection and problem solving sections of the inventory will be statistically significantly higher than the mean pretest score.

10-14:

Goal: To provide programs and activities in which students develop job entry skills.

Objectives: (1) Students in the T&I, Health Careers, Childcare Management, and Home Construction Programs will be prepared for jobs at the entry level as indicated by teacher grades. It is expected that at least 75 percent of the students will receive passing grades in the course.

(2) Students who enroll in the post high school job-related program will be prepared for jobs at the entry level as

indicated by instructor's ratings. It is expected that 75 percent of the students will receive a satisfactory rating.

(3) Students in the Health Careers and Childcare Management programs will demonstrate ability to relate information about academic subjects and knowledge of self to choosing an occupation as indicated by their scores on parts I and III of the Career Maturity Inventory. It is expected that the mean score of the group will be at least 13.

Placement:

Goal: To Formulate a placement program for students of the 10-14 program.

Objectives: (1) The Career Education Project staff will demonstrate ability to assess the effectiveness of the T&I program as indicated by the completion of a follow-up study. It is expected that the follow-up study will include (a) data about students' employment experiences, (b) information about student's satisfaction with their jobs, and (c) ratings of students concerning their high school training experiences. The evaluator will use an observation checklist to verify that the follow-up study has been completed and the stated contents included in it.

(2) The project staff, in cooperation with the school counselors will demonstrate ability to apply placement skills as indicated by the number of graduating students placed in jobs, vocational-technical schools, or other post-secondary training. It is expected that 80 percent of the graduating students in the Health Careers, and Childcare Management programs will be placed.

(3) The job-related counselor will demonstrate ability to apply placement skills as indicated by the number of post-secondary students placed in jobs, vocational-

technical schools, or other post-secondary training. It is expected that 120 of the students involved in the job-related program will be placed.

(c) Description of the General Project

The East Baton Rouge Parish School System supports 78 elementary schools, 18 junior high and middle schools, 16 senior high schools, and two adult learning centers. The total enrollment is 67,000 students; 38% of them are black and 62%, white. During 73-74, 1029 dropouts were reported of which 495 or 48% were black and 534 or 52% white. The 3,299 classroom teachers employed by the parish system reflect the racial composition of the parish. Included in the above classroom teachers are 32 T & I instructors.

In addition to the parish school system, the parochial and private systems enroll 11,500 students.

More than 31,000 students attend institutions of higher learning in Baton Rouge. Louisiana State University and Agriculture and Mechanical College is a center for national research programs, and has 23,000 students and about 4,500 faculty and supportive staff members. Southern University has an enrollment of 8,400 students, and 1,253 faculty and supportive staff members.

In East Baton Rouge Parish the two vocational-technical schools have the following students to staff composition: Baton Rouge Vocational-Technical School has an enrollment of 528 day and 1457 evening students with 34 day and 60 evening instructors, and one guidance counselor; Capitol Area Vocational School has 106 day and 77 evening students with 14 instructors and staff. Numerous proprietary schools are available for post secondary instruction and training.

A portion of the East Baton Rouge project was directed toward training a pilot group of elementary teachers, principals, and counselors who could implement Career Education concepts in their classrooms, and who could, in turn, help train other teachers, principals, and counselors in Career Education skills.

A second thrust was to provide and extend exploratory career orientation experiences for junior high students in the areas of world of manufacturing, world of construction, group guidance, and job observation. On the high school level, a major part of the program was to provide opportunities for students to gain job entry skills in technical and industrial areas; in the post high school setting classes were offered in which skills could be further developed. As a natural outgrowth of turning out skilled trained personnel, the need for a placement program was established.

6 (c) Procedures

The first step in setting up the project was to select a staff with varying specialities needed for the project, and obtain narrations from other successful Career Education projects around the nation.

Information obtained was shared with committees involving community leaders, specialists, teachers, and other members of the staff. Rationale was developed and curriculum planned for the Health Careers, and the Childcare Management classes. As classes began in Home Construction, members of the business community, home construction classroom teachers, and members of the staff met in an advisory capacity. Serving the entire Career Education project is the Career Education Advisory Committee, which functioned prior to obtaining this Part C Grant. This committee continues to meet regularly where existing programs are viewed, and new ideas discussed. Members of this committee were:

Name	Business	Community Involvement
Robert J. Aertker	East Baton Rouge Parish School System	Superintendent
Sarah Prescott	East Baton Rouge Parish School System	Guidance Supervisor
Edgar B. Aucoin	East Baton Rouge Parish School System	Principal
Brunetta Shamlin	East Baton Rouge Parish School System	Guidance Counselor
Pat Corley	East Baton Rouge Parish School System	Teacher
Elizabeth Acree	NONE	Parent
Honorable Kevin P. Reilly, Chairman	State Representative	68th Congressional District
James R. McDowell	B.R. Oil and Chemical Workers Union	President
Julie Nicolle	East Baton Rouge	Student
Thomas L. Miller	East Baton Rouge Parish School System	Coordinator, Career Education

6 (c) cont'd

Besides reviewing materials from other projects, and involving the community through committees, on-site visits were made to other Career Education Centers in Mesa, Arizona, and Atlanta, Georgia. Although these activities were, in the main, prior to the project grant, we feel that they are necessary preliminary steps in beginning the program.

In-service is a very important element of staff development. The initial thrust was here, and we have found that this is a continuous need. The design for in-service in East Baton Rouge Parish followed three separate, but often complementary, stages. Our program developed stages for orientation, faculty studies, and in-depth programs. The summary of these stages follows.

During this first stage we were primarily interested in orientating as many school personnel and community leaders to the Career Education approach as possible. We began first with a pre-school workshop for elementary school principals and supervisors, and a one-day orientation for all secondary school principals and supervisors. Using a specially designed film presentation which was revised at midterm, we made 100 separate presentations during this orientation period which directly reached some 6,400 persons.

During the second stage we met with fifty-six elementary faculties for an extended series of faculty studies which dealt primarily with the development of Career Education skills and techniques. Approximately nine secondary faculties wanted an opportunity to investigate Career Education in the separate academic areas, so we assisted these teachers as they prepared the separate reports. Three faculties were interested in not only studying about Career Education, but in moving toward some developmental state whereby they could initiate specially designed career units. Approximately 2049 teachers, counselors, and principals have been a part of these studies.

During the final stage we began concentrating on specific in-depth programs. To provide teachers with basic skills that a student needs for career achievement, workshops were provided with the guidance and counseling component. Two of these were held in the summer of 1973. For 91 selected elementary teachers, principals, and counselors the awareness/motivation workshop helped them to develop and prepare units which could be utilized in their classroom teaching. Schools which participated were selected on the basis of having a counselor who could be trained to furnish leadership in Career Education. Lasting for a total of 15 days, the workshop was begun in the summer and held for 10 days with the remaining 5 days held periodically during the year; the final session terminated in December 1973. Materials collected for and issued in this workshop have been compiled into an Elementary

6 (c) cont'd

Career Awareness/Motivation Handbook. A total of 340 copies of these were printed and issued to teacher participants. An outgrowth of this workshop was the teaching of units prepared in connection with the workshop. Members of the Career Education Staff and consultants visited classrooms during the teaching of the unit.

As these units were completed, teachers were invited to share displays and materials which students had constructed in the hands-on phase of the unit. A central location at the Glasgow Career Education Center has been provided to display these exhibits. Over 378 persons have visited exhibits at the Glasgow Center as well as schools with Career Education in progress. Following the use of the unit and a critique by the teachers, these units were further refined by an editing team and made available to teachers as requested.

The 15 day workshop for senior high teachers of T & I, English, math, social studies, science and one counselor from each of their schools began in June 1973, meeting for 12 consecutive days with the remaining 3 meetings conducted during the first semester. Utilizing consultants from local universities, the staff discussed methods of tieing in the T & I instruction to related areas of English, math, social studies, and science. Teachers developed activities relating these areas which they could fuse into their present instruction. Arrangements were made for the Career Education Staff to visit classrooms during the time these specific activities were used.

A second awareness/motivation workshop for elementary teachers and principals held in June 1974, began with a meeting of the two consultants and 5 resource teachers. A total of 70 elementary staff persons, 68 teachers and 3 principals, became more familiar with competency based teacher education and Career Education procedures, materials, and techniques. Even though the workshop served its purpose of assisting teachers to become more familiar with Career Education and how it can be implemented in the classroom, workshop data indicated that the time should be extended to include a more indepth study of competency based teacher education.

As a part of the overall first year Career Education Project, 4 elementary counselors were assigned to 6 elementary school locations. During the second year 3 additional schools were provided counselors through Career Education funds. They were expected to provide leadership in Career Education activities through their counselor roles in their schools as well as to serve on the committee to update the Parish Elementary Guidance Handbook. A

6 (c) cont'd

Career Education staff member who is a counselor worked closely with these counselors as well as the elementary teachers in implementing Career Education Units. These counselors, a teacher from their school, and their principals participated in a "tools" workshop, an activity in which consultants completed a tool-bench complete with hand tools and instructed participants in their use. Skills learned in this workshop are needed in directing elementary youngsters in the hands-on phase of their units.

Using the nine Career Education units developed by teachers, counselors and principals in the Summer 1973 Awareness/Motivation Workshop, elementary school principals and elementary central office staff were oriented in the unit approach to Career Education. Under the leadership of resource teachers, from the Awareness/Motivation Workshop, principals and staff participated in the actual implementation of a unit, emphasizing hands-on activities and role-playing techniques. The major objective of the conference was to introduce principals to how a Career Education Unit would function in the classroom.

In cooperation with guidance, the Career Education staff has been actively involved in both parish and state workshops. A June 1974 workshop for secondary counselors and selected English teachers, an August 1974 workshop for elementary counselors, and a September 1974 workshop for elementary counselors were held. East Baton Rouge Parish Career Education provided a speaker and discussion group leader for a state workshop for counselors held in August. Career Education also aided secondary counselors in their Career Days and group guidance activities.

Members of the Career Education staff are continuously involved in State workshops with presentations made in the Parish Superintendents' Workshop, the State Task-Force Workshop, the Region In-Service Workshop, and the Louisiana State Department Staff Workshop, each of which were sponsored by the Louisiana State Department of Education.

Career Education provided materials for teachers to use in piloting units in exchange for copies of those units to share with other teachers in the parish. A copy of each unit was sent to Career Education with the request for materials. If they could justify materials for use in incorporating Career Education ideas into subject areas, selected middle schools and high schools also had an opportunity to obtain materials and equipment. Purchase of materials and equipment for direct classroom use constituted 15.5% of the total federal and state Career Education budget expenditures, and considerable time on the part of the staff.

6 (c) cont'd

Career Education Funds, both state and federal, were used to provide salaries and/or materials for junior and senior high vocational classes which were non-existent prior to the program.

Committees were established for several pilot endeavors. One committee consisted of 4 junior high counselors who made special arrangements for students and teachers from the school to make on-site job visitations. On-site visits actually were the culminating activity of this special project. The counselors had first made a survey of interests of the students as well as contacting possible visitation sites. Meetings were held with this committee during the year to exchange information, and this group presented selected students with their testimonies from their program to the Career Education Advisory Committee Meetings. Participating businesses and industries are listed in Appendix E.

A second committee was formed to enlist persons from the community to serve as resource speakers for classrooms. Working with this committee, a communications consultant helped in contacting individuals and made the program known through local media. The product of this committee's work is the R*I*C*E (Resource Individuals for Career Education) Directory with 665 names. Copies of the R*I*C*E Directory are available in each parish school. A page from this Directory appears in Appendix D of this report.

A committee to design, conduct, and tally a follow-up of 1971-73 T & I graduates met periodically during the year and completed its task in June. The placement counselor and other Career Education staff persons worked closely with counselors on this committee.

The elementary counselors provided by Career Education formed a committee which worked closely with the Career Education Elementary Helping Teacher and the Parish Guidance Supervisor to revise the Parish Guidance Handbook.

A consultant was engaged to disseminate Career Education information to local media, as well as aid in communicating with the business community. Services of an art consultant were also utilized. Other educational consultants were provided as needed for workshops and other in-service activities.

Released time was provided through Career Education funds for substitutes for teachers making on-site job observations or working on special curriculum revisions involving Career Education.

A staff placement counselor called on over 45 businesses and personnel departments of industry in seeking placement for the night-time adult job-related students trained in welding, air-conditioning

6 (c) cont'd

and refrigeration, electronics, auto mechanics, and office skills. A total of 141 students from this program have been placed at this date of writing. This counselor also worked closely with the night program job related instructors and high school counselors.

By revising the state Career Education budget we provided funds for summer classes in health careers, childcare management, graphic arts, drafting, airplane construction, and power mechanics.

(d) Results and Accomplishments of the Program

Indepth workshops provided some 426 teachers with tools, techniques, and materials for use in expanding Career Education activities in classroom experiences of students. As a result of these workshops, 76 elementary schools involved a total of 6840 students in instruction using Career Education ideas, materials, and activities. Through faculty studies, of which 229 sessions were conducted by Career Education, many teachers gained knowledge of the purposes and techniques of Career Education.

Each junior high youngster participated in group guidance activities. During the first year 787 were enrolled in the World of Construction and the World of Manufacturing Classes. The second year found 1737 students in these classes. A total of 2524 students were benefited by these programs during the project. Over 650 students and teachers observed workers in approximately 45 job site visitations, and around 143 students gained more knowledge about Louisiana resources and the river transportation industry through the piloting of the Port of Baton Rouge Unit during 1973-74. Plans are to teach this unit in each junior high eighth grade social studies class during 1974-75.

Enrollment of entry skill courses offered through Career Education to senior high students is:

Name of Course	1973-74 Enrollment	1974-75 Enrollment
Health Careers	23	37
Childcare	22	29 Sr. Hi. 40 Nursery Students
Home Construction	73	92
Electronics	27	15
Machine Maintenance	29	29
Welding	71	65
Data Processing	15	New

6 (d) cont'd

Name of Course	1973-74 Enrollment	1974-75 Enrollment
Welding	71	65
Data Processing		New

Twenty (20) selected high school teachers of English, math, social studies, and science from the occupationally oriented workshop involved students in activities relating to their subject and those of entry skill vocational courses. Senior high school students were also involved in group guidance sessions. Placement services are instituted for students in vocational programs.

In-service is an on-going staff-instructional related activity which we plan to continue beyond the end of federally funded program. Through careful planning and budgeting of state allocated funds, Career Education has provided for on-going in-service, even though the state allocation for in-service was cut.

Products of the program in the form of planned materials available to be used in classroom teaching are listed in the Appendix D.

Members of the Career Education Staff serve as speakers and resource persons with community groups in local areas as well as across the state.

Prior to this writing over 450 pages of reports, both federal and state, have been prepared.

Eleven issues of the Career Education Newsletter shared involvement of teachers, students, schools, and classrooms, in Career Education activities. Providing a copy for each classroom teacher caused an increase in printing volume during the second year, whereas, a contract for the year helped to reduce printing costs. The first year the newsletter was edited by a member of the staff; the second year a qualified teacher attending school on sabbatical leave will edit the newsletter. The most recent copies of the newsletter appear in Appendix A.

A total of 8,000 brochures featuring Career Education in East Baton Rouge have been printed and distributed to area organizations, parent groups, labor organizations, and other parish in-service groups.

Other dissemination efforts have been extensive. Over 33 articles featuring Career Education have been published in the local two daily and two weekly papers. Seven articles appeared in other state papers. Five articles found their way into trades papers.

6 (d) cont'd

Thirteen interviews were held on radio and T.V. as well as spot service announcements featuring components of Career Education. Local newspapers, radio, and T.V. have been helpful in keeping the community aware of the involvement of its youngsters in school.

During the year three separate slide-tape presentations have been prepared by our media specialist; these slides with accompaning tapes tell the story of Career Education in East Baton Rouge as well as generating a feeling for Career Education. By the time of this report 6,836 pesons have seen these slide-tape presentations.

Faculties of twenty schools saw the "Career Education in Maryland" film which was loaned from this project. Upon request, other Career Education films and materials are loaned to teachers for classroom use. Teachers are notified of available materials through the Career Education Newsletter.

(e) Evaluation of the Project

Administration of evaluative data was well designed, carried out according to plan, and submitted to the external evaluator. Educational Planning and Evaluative Services of Magnolia, Arkansas, was contracted to perform the third party evaluation. That report is found in Appendix F. Evaluative instruments are found in that report.

Directly involved in the evaluation were 181 teachers, 38 counselors, and 8742 students. Of the students involved, 308 were elementary, 7796 junior high, 426 high school graduates, 116 students in the job related component, and 96 high school students.

(f) Conclusions, Implications, and Recommendations

Conclusions and recommendations resulting from program changes, operational problems, processes, and progress reports are listed in the report summary page 147. Those conclusions, implications, and recommendations from the evaluation findings are found in Appendix F.

Appendix A

Quarterly Report September 3, 1974 to November 30, 1974

Appendix A

Quarterly Report for September 3, 1974, to November 30, 1974.

Major Activities and Accomplishments During This Period

PRODUCTS

Four hundred copies of the *Mortar Book*, the activity handbook for elementary teachers, has been printed and two or more copies distributed to each elementary school. Additional copies are provided upon request of teachers. Designed to provide additional activities related to units developed by and for use in this program, the *Mortar Book* has been well received by teachers with experience in Career Education units and those whose contacts with Career Education has been only through inservice and faculty study projects. A sample page from this publication can be found in Appendix D of this report.

The most recent Career Education publication distributed to schools has been the *R*I*C*E Directory*, a listing of 665 persons who have agreed to serve as Resource Individuals for Career Education. A sample page from this publication is found in Appendix D.

Career Education is providing released time for eight science and five math teachers who are working with the resource inservice writer on middle school units on utilities and banking. Completing the general work begun by the summer workshop groups, the committee is formulating daily lesson plans.

JOB PLACEMENT

Continued progress has been made in developing the placement program. Contacts with the Baton Rouge Chamber of Commerce, employees, supervisors, school counselors, vocational teachers, and the general public have been successful in orientating school personnel and the community to the objectives for the Career Education placement component. Letters and forms are being constructed to obtain and disseminate information in connection with the Job Interview Day, scheduled for April. On a limited basis, graduates are presently being placed and parttime employment is obtained for seniors who are now attending school; since the end of July, 25 students or former students have been placed in meaningful jobs.

CAREER EDUCATION COMMITTEES

Meeting twice during this final quarter, the Career Education Advisory and the Home Construction Advisory Committees continue to be a vital element in the operation of the program. Committees responsible for the R*I*C*E Directory and the Follow-up study have completed their functions and will not be reactivated.

A task group composed of 4 counselors, 3 teachers and the guidance supervisor are working with the Career Education staff to develop an experimental Career Development Course to be taught at a local high school during the spring semester. It will be a one semester course, offering 1/2 unit credit. Purposes for the course will be to assist students in self understanding and career development in terms of abilities, values, career assessment techniques, opportunities and options in the working world, school courses, and decision-making skills. During the experimental phase, students will aid this task group in developing a course outline for piloting during the fall of 1975.

Significant Findings and Events

WORKSHOPS

Staff members participated as consultants in Workshops in Pointe Coupee and St. Helena. Upon invitation they continue to serve as speakers at varying community functions such as P.T.A., school open houses, as well as community meetings as covered by newsclippings on page 41.

The Louisiana State Department of Education continues to use the East Baton Rouge Career Education staff members as consultants in curriculum and program development workshops.

Problems

The assignment of the State Research and Development Project Director to other areas has prevented close communication with the state on implementation and fiscal matters affecting the project during its final funding state.

Retaining teacher commitment to implementing Career Education is difficult once the newness wears off, and the teacher is beset with various other pressures.

Dissemination

NEWSLETTER

Under a revised masthead including the new Career Education symbol we have continued to publicize classroom Career Education involvement through the Career Education Newsletter, printed monthly and distributed to each teacher, supervisor, committee members, and selected persons in the community. Copies of the 1974 September, October, and December issues appear on pages 25 through 39.

Placement counselors were intervied on two separate T.V. broadcasts; one was broadcast in the morning and the other during the midday show.

Data Collection

NONE

Progress on Evaluation Plans and Procedures

October 25, 1974, marked final mailing of all evaluation data and copies of products to the external evaluator.

Other Activities

Two elementary teachers and the Career Education elementary helping teacher arranged a "Thought for the Day" program with a local T.V. station. Purposes of the project are to give publicity to children, their school, and the T.V. station. Children are selected to represent the school for a week in giving their original, creative, appreciative thoughts on any subject; each child will give the "thought" three times daily. Prior to weekly taping sessions, students tour the station, get a first hand view of workers in their job settings, and talk with station personnel about their jobs. The program as coordinated by Career Education involves a number of individuals and indirectly helps them become aware of Career Education.

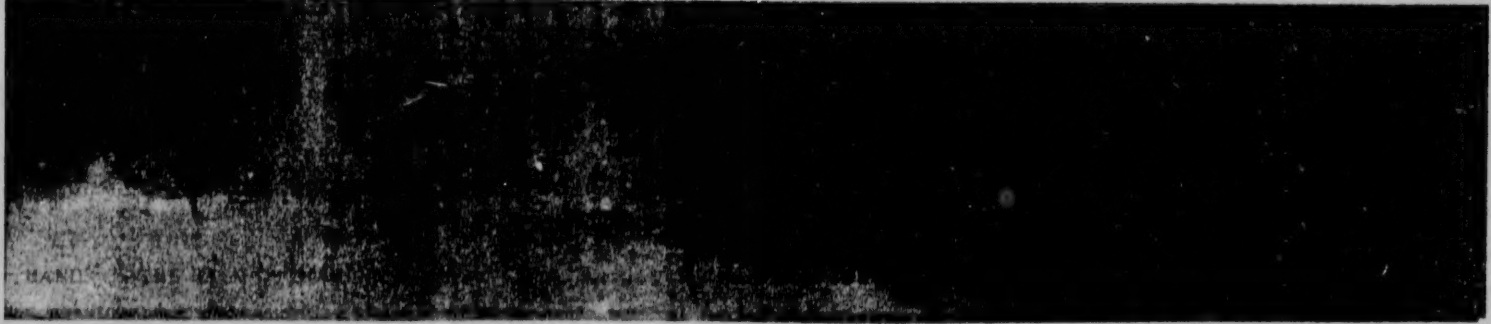
Staff Employment and Utilization

The only staff change arrangement during this quarter was for a consultant to edit, and a printer to publish the monthly newsletter.

Staff Development

Since the beginning of the 1974-75 school year, 12 faculty studies were conducted by Career Education staff personnel, who also assisted in the October Elementary Counselors Workshop. East Baton Rouge Parish Career Education inservice sessions involved the following persons: 8 supervisors, 9 principals, 9 coordinators, 97 counselors, 241 teachers, 162 students, 46 business and industry, 124 parents, and 7 teacher aids.

The Revised Career Education slide-tape overview was shown to 313 teachers, parents and students. A filmstrip, "Careers on the River," produced for use in the "Port of Baton Rouge Unit" was shown to 87 teachers and supervisors.



VOL. 2 No. 3 EAST BATON ROUGE PARISH SCHOOL BOARD December, 1974

CAREER DEVELOPMENT COURSE

A task group composed of counselors and teachers--Betty Addison, James Burham, Shirley Fleet, Shirley Henderson, John Pennington, Johnny O'Conner, and Sue Simmons is working with Sarah Prescott guidance supervisor, Tom Miller and Sadie Bodden of Career Education to develop an experimental Career Development course to be taught at Baton Rouge High during the spring semester.

A one-semester course, offering 1/2 unit credit, the class will assist students in self understanding and career development in terms of abilities, values, career assessment, techniques, opportunities, and options in the working world, school courses, and decision-making skills.

During the experimental phase students will assist the task group in developing a course outline for piloting during the fall of 1975.

A QUICKIE IDEA

Want to be sure your graduating high school seniors are ready for the outside world of work?

Try instituting a "practical exam" as part of the requirements for graduation.

The exam consists of writing a job-application letter, sumbitting a resume' of personal history and work-related experience, having a personal job interview, and completing an IRS W-2 short form for income tax.

SOUTHEAST JUNIOR HIGH AND L.S.U. TEAM UP FOR CAREER EXPLORATION

Mrs. Wilson, a doctoral student at L.S.U., meets once a week with eighth grade English students in Mrs. Davis's class and ties career activities into the language arts curriculum. Students explore careers through games, creative writing, and other activities.

Mrs. Addison, guidance counselor, and Dr. Parks form L.S.U. work in conjunction with this class at Southeast.

CAREER EDUCATION SERIES ON EDUCATIONAL T.V.

When educational programs come to Baton Rouge on WLPB, Channel 27, in early 1975, a Career Education series to watch will be "Bread and Butterflies."

Designed for students ages nine through twelve, the 15-minute episodes feature youngsters of varied backgrounds, personalities, and abilities as they encounter situations in which one or more of them must tackle a problem, make a judgment, or assume responsibility for an action. Then dramatizations are left open-ended to encourage the viewers to participate in the problem-solving process.

The program has a lively, provocative format designed to stimulate classroom discussion and private reflection. Watch for "Bread and Butterflies"!!!!!!!!

EDITORIAL

CAREER EDUCATION AND THE EDUCATIONAL AMENDMENTS ACT OF 1974

The Career Education movement throughout the United States has now moved into a second stage of its development. During the first stage educators were busy grappling with the Career Education concept and trying to deliver it to teachers in a package they would understand and accept. Much money and effort were expended on this orientation stage.

Now almost everyone is familiar with the idea of Career Education--relevant classroom educational practices, which show the student that the things he learns in school are used by people in the working world.

In fact, President Ford's signing of the H.R. 69 (the Educational Amendments Act of 1974) emphasizes the permanency of the Career Education Movement. The act takes Career Education out of the stepchild status in the U.S. Office of Education and sets it up as a separate office entitled "Career Education," which is accountable only to the U.S. Office of Education Commissioner.

Section 406 of the law establishes a National Advisory Council on Career Education and authorizes the expenditures of up to $15 million dollars per year through fiscal year 1978 for Career Education programs and projects.

Thus, Career Education now moves into a more mature stage of development whereby classroom materials are developed, and classroom techniques are polished up to meet the needs of career relevant instruction.

GROUP GUIDANCE AT MCKINLEY JUNIOR

Classes in group guidance at McKinley Junior High will acquaint all students with aspects about self, career-oriented school subjects, and various occupational areas.

Materials for the units include the Vital Consort Reader and micro-film. On-the-job observations by students will follow the classroom instruction.

Mrs. Shamlin, guidance counselor, is directing the studies.

SOUTHERN TAKES INTEREST IN CAREER EDUCATION

Echoes from students of five classes and four instructors of Southern University reveal that they have gained a wealth of knowledge and have developed a more positive attitude toward Career Ed.

Jannie Cox, In-Service Resource Assistant for elementary schools served as consultant for classes of the following Southern professors: Mrs. Crawford, Dr. Andrews, Dr. Dobbins, and Mrs. Stearnes.

JOB-RELATED WELDING PROGRAM PAYS OFF

Many E.B.R. students are now reaping the benefits of high school welding programs.

Melvin Tullier, given credit for his school time, is now working for Allied Chemical with a 6-month journeyman's permit.

Wayne Parden, Nolan Savoy, and John Holmes, all working for Exxon, are earning approximately $700 per week including overtime pay.

Steve Broussard and Dale Hodges, both of whom were trained completely by the E.B.R. schools, are in union apprentice programs with time credit for school experience. Such credit will shorten their required experience journeyman category sooner.

CHANNEL 33 GOES TO GREENVILLE ELEMENTARY

Mrs. Shonburger of Channel 33 served as resource person to parent and student groups at Greenville Elementary during American Education Week. She took pictures that were shown on WRBT.

The student group was involved in a group guidance session on Career Education. Theme for the week was "Get Involved."

Mrs. Franklin, guidance counselor, and Mrs. Washington, Principal, were in charge.

INFORMATION DAY AT BAKER HIGH

Information Day, an annual program at Baker High School, gives students an opportunity to secure information about colleges and careers.

Representatives from 14 colleges, 6 business or technical schools, 6 military units, 2 apprenticeship centers, 2 law enforcement agencies, and 12 Health Career areas participated.

MERRY CHRISTMAS AND HAPPY NEW YEAR
from

Evelyn Alford, Editor
Lester Badeaux
Wayne Berry
Sadie Bodden
Ruth Brown
Jannie Cox
Pat McCoy
Tom Miller
Peggy Weldon

CAREER EDUCATION FAMILY

L.S.U. PROFESSOR DISCUSSES TRANSPORTATION UNIT

Dr. Vince Kuetemeyer, L.S.U. professor in the Department of Industrial Arts and Industrial Technology, spoke at the meeting of the E.B.R. Parish industrial arts teachers on a transportation unit, which he and several others developed.

Now in use at Glen Oaks Jr. High and Park Forest Jr. High, as well as other state schools, the 12-week unit is geared to the sixth grade level.

Dr. Kuetemeyer stressed that the unit was not a new method, just a different approach to teaching career concepts in transportation.

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CAREER EDUCATION MOVES FORWARD

November 30th marks the termination of federal funds for the E.B.R. Career Education project. In any federal program, extensive reports are required. We would like to thank the 181 teachers, 38 counselors, and 8,742 students who were directly involved in the project's evaluation. Over 500 pages of reports have been prepared.

Yearly state appropriations will permit the program to continue. In 1973-74 intensive efforts were made to provide elementary teachers, counselors, and principals with skills to involve students with the awareness and motivation phases of the career developmental process. This year the thrust is in the junior high areas of career exploration and tentative decisions, while next year's involve high schools.

PILOT PROGRAM IN MATH AT ISTROUMA SENIOR

Career Education is moving forward in a pilot program in mathematics, being taught at Istrouma Sr. Hi. School by Miss Ruby Jackson. The course is designed to develop mathematical competence that will be useful in such areas as welding, home construction, electronics, pipe fitting, and business education.

Individualized instruction will permit each student to learn at his own rate. Answers for all assignments will be readily available to the student in order to reinforce learning easily.

NEW CONCEPT OF "THIRD ENVIRONMENT" IS FUTURE INNOVATION IN EDUCATION

Education may soon have a new face, and it may come as early as President Ford's State of the Union message. A feature of the plan being worked on jointly by Departments of HEW, Labor, and Commerce is the "Third Environment," the work environment.

In an attempt to join the worlds of work and education, the departments are considering a two-day work plan for all high school students. In this way a third environment would be added to the student's traditional environments of home and education.

This is only one aspect of the giant plan which commands the attention of ten joint task forces. Multiple problems related to salary, industrual participation, teacher training, school attendance laws, labor unions, and funds remain before the task force effectively unites business and education.

Obviously 1975 will bring forth some educational changes, many of which will be as career-oriented as the "Third Environment.: (Ed. U.S.A., p. 47, 10/21/74)

IRONWORKERS SET UP CLASSES AT GLEN OAKS

The Ironworkers Joint Apprenticeship Committee, Local 623, is conducting 12-week welding classes at Glen Oaks High for the second consecutive year.

This program was initiated last year with the aid of Tom Miller, Career Education coordinator, and was received so well by apprentices that additional sections were necessary this year.

VISIT MADE TO ST. BERNARD PARISH VOCATIONAL-TECHNICAL SCHOOL

Mrs. Bodden and Mr. Badeaux, placement counselors, in October visited the St. Bernard Parish Vocational-Technical School, now in its second year of operation.

Principal Jones cited the ease of securing employment for the school's graduates and the 100% return of last year's juniors as indications of the program's success.

A satellite of St. Bernard High School, the facility serves juniors and seniors from high schools all over the parish and offers courses in auto mechanics, welding, electronics, and machine shop.

NORTHDALE VETERANS' DAY OBSERVANCE

Northdale Elementary School observed Veterans' Day with a career-oriented assembly program featuring Captain Hammond and the Color Guard from Navy ROTC at Southern University and Sgt. Jones, recruiting officer and Community Advancement worker.

Sgt. Jones gave an interesting assembly talk on patriotism and later spoke informally to fifth and sixth graders on career opportunities in today's army, which now offers over 180 occupational choices.

FILMS OF THE MONTH

Consumer Education: Who Needs It?

Subject area: Social studies, contemporary problems

Level: Jr. & Sr.
Length: 15 minutes

This film deals with consumer problems in four areas: supermarket pricing, labeling, and quality; automobile sales practices, services, and safety; advertising practices; credit buying.

Interviews with consumers and consumer protection authorities reveal interesting facts about consumer protection.

Why People Have Special Jobs: The Man Who Made Spinning Tops

Subject area: Social studies, economics
Level: K-3
Length: 8 minutes

This animated film introduces the basic economic concept of specialization of labor. Long ago when people had to do all the work themselves, a man made a top for his son. Other fathers wanted similar tops for their sons. How the man who made the top became a toymaker and made tops for all the other children, and how other fathers each began to do one special job comprise the story of this film.

* * *

The Career Education department is happy to announce that the new parish 16mm film catalog has a new section called "Career Education," which lists 32 specific films.

LA. POLITICIANS AID IN CAREER UNIT AT BANKS ELEMENTARY

State Representatives Johnny Jones and Richard Turnley and Democratic Nominee for Congress Jeff LaCaze recently served as resource persons for the unit "Louisiana--State and Local Government," which is being taught at Banks Elem. School by Mrs. Morrison, Mrs. Steverson, Mr. Green, Mrs. Spears and Mr. Brownfield

Two classes made visits to the office of Governor Edwards. Mrs. Morrison's class visited for a press conference and received a personal welcome and commendation from Gov. Edwards. Mrs. Stevenson's class visited the governor's office where Mrs. Ruth Wesley, Press Aide, served as a resource person.

VARIED UNITS ON CAREERS AT FOREST HEIGHTS

Two completely different types of Career Education units are being enjoyed by students at Forest Heights Elementary. Students of Mrs. Love and Miss Michelli are working on "Louisiana Festivals," and the class of Miss Ellison is enjoying "What Do I Want to Become?"

MEDIA HIGHLIGHTED IN SHENANDOAH STUDIES

Television, newspaper, and radio are the focal points of a media unit in progress in Mr. Bennett's sixth grade at Shenandoah Elementary.

In connection with the television phase of the unit, students will videotape an adaptation of the T.V. program, "The Little House on the Prairie," during a field trip to the Glasgow Media Center. Later the classes will visit a local television station.

These field trips hopefully will make the students aware of the careers and complexities of the various media.

SOMETHING MISSING?

Did you miss seeing information on your school in this issue?

If you did, it's because you missed sending information on your school for this issue. DON'T BE SO LAZY NEXT TIME!

PRESCOTT JR. FACULTY STUDIES CAREER EDUCATION

The faculty of Prescott Junior High will take a close look at Career Education possibilities in various subjects. Mrs. Millican will head the committee that will formulate a list of possible activities.

English and social studies teachers have already met with members of the Career Education staff to define the concept of C.E. as it applies to their areas.

Principals Kenneth Payne, Roy Mathews, and James Williams have related information to the faculty concerning student attitudes toward Career Education.

COUNSELORS APPEAR ON WAFB TALK SHOW

Mrs. Bodden and Mr. Badeaux, placement counselors for Career Education, appeared recently as guests of John Mahaffey on WAFB's "Morning Show." The topic for discussion was "Interview Day," a program designed to give graduating seniors of vocational programs a chance to meet potential employers and educators to discuss their future plans. The proposed date for this event is in late April, 1975

IRONWORKERS PROVE THEIR SKILLS

Mr. Bergeron and his night students from the Ironworkers Union have devised their own testing unit from a hydraulic jack, springs from shock absorbers, and heavy plate metal, arranged and welded into a "bend-tester."

With this successful piece of testing equipment the students can prove to themselves just how "good" their welding skills are.

"THOUGHT FOR THE DAY" IS SUCCESS!!!

The "Thought for the Day" project, which is headed by Patricia Carter and Donald Austin, appears on WRET every evening at 6:00 P.M. and frequently at 6:00 A.M. or 9:00 A.M. Don't forget to watch whenever possible.

PHYSICS TEACHERS EXPRESS INTEREST IN CAREER EDUCATION

Tom Miller, Coordinator of Career Education, found excellent support for the Career Education concept at the annual meeting of the Louisiana Section of the American Association of Physics Teachers on October 19, at L.S.U.

Dr. B.M. Strawitz, Associate Professor of Education, L.S.U., expressed interest in stressing science as a relevant, meaningful tool for everyday living.

Teachers present received a new physics resource guide that related physics to careers.

WHITE HILLS INVOLVED IN C.E.

Career Education is being encouraged at White Hills Elementary by Mrs. Meares, Principal. Mrs. Clem, Mrs. White, and Mrs. Sumrall and their students are involved in a unit on "Home Building"; Mrs. Johnston and her class, in a unit on the "Newspaper"; Mrs. Lawrence and her students, in "Food from Farm to Table."

Numerous resource persons, field trips, and enriching activities have created a highly motivational atmosphere within these classes.

VITAL CAREER INFORMATION CENTER PROVIDES MORE NEW MATERIALS

New viewscripts being issued by the Vital Career Information Center bring the total number of available job descriptions to 141. These viewscripts supply easy-to-read career information, which can be seen on a screen or copied on a reader printer.

The Vital Center aided in the production of the R*I*C*E directory, which has just been issued to schools.

The center now serves some 225 local educational agencies in 41 parishes, and it eagerly solicits your comments on its materials and services, particularly on worthwhile utilization techniques. Send your idead to the following address:

The Vital Center
P. O. Box 44064
Baton Rouge, La. 70804

VOL. 2 NO. 2 EAST BATON ROUGE PARISH SCHOOL BOARD October, 1974

PROJECT: "THOUGHT FOR THE DAY"

The television program "Thought for the Day" on Channel 33, WRBT, is a learning experience set up by Donald Austin and Patricia Carter, teachers of Perkins Elementary School

The project is career oriented. Children participating will have an opportunity to tour the T.V. facility, tape their thought for the day, and later see themselves on T.V.

The project will focus publicity on the school, bring a closer relationship between school and community, and provide understanding of the television industry and related careers.

CONGRATULATIONS!!!!

The new Assistant Superintendent of Instructional Services and Career Education at the State Department of Education is Mr. Rene' Calais, former superintendent of St. Martin Parish. Good Luck and welcome to Baton Rouge, Superintendent Calais!

IT'S NEVER TOO EARLY

Scott kindergarten teachers have made plans for an in-depth study of Career Education in their faculty meetings.

Teachers there are interested in the Awareness Phase of Career Education, both for themselves and their students.

PLACEMENT COUNSELORS MAKE VISITS

On-site job observations and discussions have been held by Placement Counselors Lester Badeaux and Sadie Bodden prior to finalizing plans for the placement center for coordinating vocational placement in East Baton Rouge Parish.

An out-of-state visit was made to Houston, Texas, and in-state observations were made in Terrebonne and Caddo parishes.

HEALTH CAREER STUDENTS RECEIVE SCHOLARSHIPS

The March of Dimes recently awarded scholarships to Julie Nicole and Lucy Sedberry, seniors in the 1973-74 Health Careers class. Julie attends Northwestern, and Lucy, Southwestern.

The two girls, who were encouraged by their teacher JoAnn Thurman to apply, were chosen by a scholarship committee from a number of applicants.

Value of the awards varies with students' needs. Each award is renewable for the second semester.

CAREER EDUCATION NEWSLETTER
PUBLISHED MONTHLY

Evelyn Alford, Editor

Ruth Brown, Production Manager

"SHARING CAREER EDUCATION IDEAS"

STATE ASST. SUPT. CALAIS SPEAKS AT REGIONAL MEETING

A Region II Career Education meeting to ascertain the status and direction of Career Education in the state was conducted by Asst. Supt. Rene' Calais of the State Department of Education, and was hosted by Superintendent Robert Aertker at Glasgow Center.

Calais, former superintendent of St. Martin Parish, described "Career Education" as simply a new term for more meaningful education.

He saw the need for educators to consider educational processes in a more businesslike manner and to expect the same demands and returns one does from a profitable business.

He commented on the failure to include students in educational plans, and on his personal determination to consider student needs in all of his projects.

The role of the State Department of Education, said Calais, should be a dual one of leadership and service to parishes; the role of the parishes is to determine their own needs and to individualize their programs.

EAGERNESS AT EDEN PARK

Eden Park teachers have informed Kathryn Kerney, a new counselor there, that they would like to investigate new avenues to enhance their Career Education program.

Last years' activities whetted their appetites for bigger and better things, a fact which is good news in anybody's book.

The new Louisiana State Department of Education film entitled Windows on Tomorrow, much of which was produced in East Baton Rouge Parish, can now be obtained by contacting Dr. Clarence Ledoux at 389-5954 (State Dept. of Education).

DISTRICT ATTORNEY SERVES AS RESOURCE PERSON

District Attorney Ossie Brown spoke at Banks Elementary School on October 1, 1974, in conjunction with a Career Education unit on City-Parish government.

Teachers working with the unit included Mrs. Belliazere, Mr. Brownfield, and Mrs. Spears. Mrs. Lillian Harrison is principal of Banks.

A FIRST IN WELDING PLACEMENT

Linda Bell, a member of the job-related welding class at Capitol Senior High School, has been employed at River Rubber Inc., located in Baton Rouge, as a "first-class" MIG welder.

Entering the class on April 2, 1974, Linda made exceptional progress as a student of Mr. "Chuck" Middleton.

Linda, is definitely unique as a welder. She stands only 5'5" and weighs 125 pounds, yet she tackles any job that comes her way.

TARA RUSSIAN CLASSES STUDY CAREERS AT NASA

Students from Tara's Russian classes met both American and Soviet astronauts when they visited NASA in Houston during September.

Students were shown equipment used in training astronauts for their work in space. They entered space module quarters identical with those televised from space in which they had seen Apollo astronauts living and working. In the Mission Control Center they saw the tracking charts and other electronic devices used during space flights. They examined the enormous similators of the extremes of heat and cold conditions in space. They learned that medical discoveries in the space missions are proving more significant than developments in space hardware, flight techniques or geological discoveries.

Making the greatest impact on the Baton Rouge students were colonel Jack Lousma, pilot of the Skylab III flight last year, who spoke of the international importance of Russian language learning today, and Major Vladimir Dzhanibekiv, Soviet cosmonaut, who talked about his current work at NASA where he is becoming familiar with American techniques and with the equipment with which he is preparing for next summer's joint Apollo-Soyuz space mission.

Dr. Vasily Kostum, the chief professor of Russia at NASA, and Faye Carlton, the lively coordinator of tours, who gave the group much special attention, also impressed the students with their competency in highly specialized jobs.

The substitute teacher for the regular teacher who accompanied the students to NASA was made available under the East Baton Rouge Parish Career Education program.

ENTHUSIASM AT FOREST HEIGHTS

Teachers are really getting involved in career activities at Forest Heights Elementary. A communication from Mrs. Burns, Principal, has listed names of units and grade levels for every class in the school.

Congratulations to this busy faculty!! This type of enthusiasm is great!!!!!!!!!

SCIENCE CLASSES TAKE INTEREST IN EXPLORING CAREERS

TARA HIGH SCHOOL

Marine Biology, taught by Helen Boyd, is a course designed to teach basic marine biology and the careers related to the field. Students will be encouraged to take weekend collection trips and study the Gulf Coast marine life. Specially designed classroom activities will allow the students to study aquarium life.

Second Level Biology, also taught by Helen Boyd, is designed for advanced biology students. The course will concentrate on readings and research of scientific information and will utilize resource persons from biological science areas throughout the year.

Second Level Chemistry, taught by Eleanor Thomas is designed for advanced students who show a special interest in chemistry. The course will offer students the opportunity to explore careers in medicine, health, and biochemistry which require limited training and those which require advanced study. Monthly speakers and two field trips will be highlights.

Baker High School

Two science teachers at Baker High School indicate that they are teaching courses especially designed around Career Education themes.

Students are taking a Health Careers biology class designed by the instructor, Gerald Harbour. During this class, students will explore occupational opportunities available at all levels of health, and personnel will be utilized.

A new course entitled Wildlife Biology, designed by JoAnn Seymour and taught by Mrs. Seymour and Willard Rome, Jr., is also being offered at Baker. Essentially it is designed to increase the students' ecological awareness and their exposure to the broad range of dynamic careers in this area, along with developing a natural interest in wildlife.

Through practical experience in lab and field, activities for the Wildlife Science Course will include identification and collection, as well as life history studies of plants, reptiles and amphibians, fish, birds, and mammals. Special emphasis will be placed on the ecology of these organisms -- the interrelationships between these organisms and their environment. Study of Louisiana wildlife will be encouraged.

IDEAS FOR HOME ECONOMICS CAREER UNIT

A Career Education unit in home economics is extremely helpful at the beginning of the year, according to Miss Gay Evans, ninth grade Home Eco. teacher at Sherwood Junior.

Her unit includes investigation of career possibilities through discussion, guest speakers that could include a representative from Singer Sewing Company, a home demonstration agent, a home economics educator, and food service workers with different types of degrees, and at the conclusion of the unit a paper on "The Career I Could Choose in Home Economics and Why."

Try these ideas from Miss Evans' unit. You just might like them!

JOB TRAINING PAYS OFF

The placement and follow-up component of the East Baton Rouge Parish Career Education Project has successfully placed six students in gainful employment of varied types: electrical maintenance; T&I teacher; fashion arts; electronic repair; auto mechanics; hardware salesman.

Placements of this type are possible because of the cooperation and efforts of numerous school personnel.

The placement and follow-up component is anxious to work with the teachers and counselors of the high schools and is available to assist you at the Glasgow Career Education Center. Just dial 387-2141 if we can help.

UNIVERSITY TERRACE DISCOVERS GREAT RESOURCES FOR SAFETY UNIT

The City Police Community Relations Dept., headed by Lt. Roger Melancon has provided leadership in the schoolwide Career Education unit on Educational Safety at University Terrace. Officers Walter Smith, Sidney E. Stewart, and Dennis Burke have helped the total school become involved by serving as resource persons.

Several films have been shown to the entire student body, including "Red Light, Green Light," Just Like a Car," and "The Policeman."

The unit is under the direction of Gert Robinson, Elementary School Counselor at University Terrace.

NEWS FROM INDUSTRY

Many jobs are available, and prospects of employment for graduating seniors are good. This is the news given placement counselors by personnel directors from a number of East Baton Rouge Parish industries.

Job qualifications and required training, however, are changing as industry introduces different techniques. In some instances industries are requesting dual abilities.

Certain modifications in vocational training programs may be necessary. Basic vocational areas may have to incorporate two or more related fields within the framework of their presentations. The student may have to be trained to satisfy more versatile situations than in the past.

PLACEMENT COMPONENT

By the end of July 1974, 113 adults in the job-related program had been placed in meaningful employment through the efforts of the placement component of the Career Education Project.

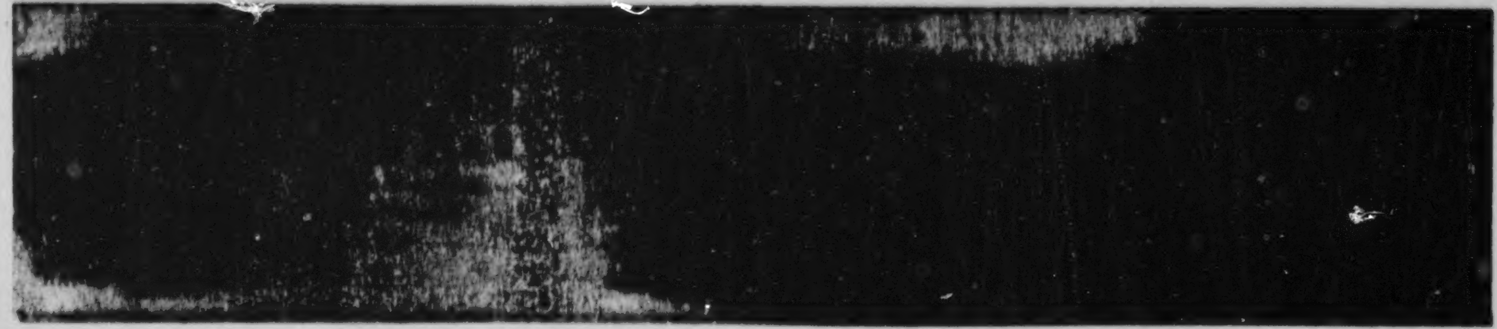
Because of changes in the State Budget, this placement component will work with the East Baton Rouge supervisory staff, school administrators, and vocational teachers to assist high school graduates in the vocational area to secure gainful employment or continue their educational endeavors.

CAREER EDUCATION PREPARES RESOURCE DIRECTORY

A resource directory to help teachers and counselors in the use of resource people has been developed as a component of the Career Education Program in the East Baton Rouge Parish Schools.

Compiled from a resource survey made in April 1974, the directory includes the names of persons who have volunteered to come into classrooms to discuss their careers and occupations.

Sadie Bodden, Placement Counselor, served as chairman of this directory committee to whom we owe much thanks: Mary Bazille, Steve Campo, Carolyn Cavanaugh, Susiane Coleman, Geraldine Corley, Rose Dunn, Shirley Henderson, Ben Jones, Henrietta McArdle, and Charlene Morris.



VOL. 2 NO. 1 EAST BATON ROUGE PARISH SCHOOL BOARD September, 1974

JUNIOR HIGH, MIDDLE SCHOOLS TO SHARE '74-75 CAREER EDUCATION FOCUS

During the '74-75 school year, junior high and middle schools will be the focus of Career Education emphasis at the secondary level.

All junior high schools will be able to implement the unit, "Port of Baton Rouge," which was developed last year for eighth-grade Louisiana history classes.

Career Education Newsletter
Published Monthly

Ruth Brown, Production Manager

"SHARING CAREER EDUCATION IDEAS"

TOM MILLER ACTS AS S.U., L.S.U. RESOURCE

During the summer Tom Miller served as a resource person in Career Education at S.U. and L.S.U.

Miller presented material on Career Education to the classes of Dr. Charles Smith, L.S.U. Department of Vocational Education, and Dr. Henderson Dobbins, S.U. Department of Counselor Education.

EDITORIAL

TOM MILLER, COORDINATOR, CAREER EDUCATION, VIEWS 1974-75 PRIORITIES

Career Education moves into a new school year with a continued commitment to support the instructional services for the students in East Baton Rouge Parish. The same instructional priorities will continue in the elementary area, but the major thrust for this year will be to expand programs at the junior high school level and to develop new middle and junior high school units. Of course, we will continue to explore Career Education techniques at the senior high school level with the hope that the 1974-75 school year will be devoted to a broader approach to Career Education in the instructional programs at the senior high school level. We are, moreover, developing a major concentration on a placement program at the exit level of the preparatory phase of Career Education.

These priorities have been established by the instructional staff, advisory committees, administrators, and parents in our community. For example, the concentrated thrust at the elementary level has been accomplished by the professional leadership of supervisors, principals, and teachers in seventy-six elementary schools.

In establishing priorities, these groups considered funding limitations as well as the results of pilot studies. The Louisiana Legislature provided some unwanted assistance in our budget development. Approximately $65,000 was removed from last year's operating budget for teacher in-service. I anticipated this funding problem and diverted some of the $271,000 for operating funds to in-service. Mr. Aertker still holds teacher in-service as a primary concern of Career Education. Though diverting money from the operating budget will reduce the amount of money for supplies and equipment, we feel that our in-service program is worth a sacrifice in other areas.

In all, our funding base is sound, our in-service programs are on schedule, and some exciting learning activities are planned. In a previous editorial I commended the staff of professionals in East Baton Rouge Parish. Thank you again for your meaningful commitment to our students.

NEW UNITS READY

Approximately 25 new units for elementary teachers have been completed this summer. The writing committee consists of Ethel Coleman, Geraldine Corley, and Ethel Harvin.

Because the questionnaire distributed last year has indicated that you like this newsletter, it will be continued this year on a monthly basis.

MILLER JOINS 250 EXPERTS AT WASHINGTON MEET IN AUGUST

Tom Miller, Coordinator of Career Education, East Baton Rouge Parish, joined a group of 250 Career Education experts chosen as consultants to the Division of Career Education of HEW for a brain-storming meet August 7-8 in Washington, D.C.

The purpose of the meeting was to provide an opportunity for the consultants, the outstanding Career Education practitioners in the country, to share ideas and concerns with each other and with the Washington office. As a result of the conference the Division of Career Education hopes to have the information to analyze and profile the status of Career Education across the country.

FOR THE BOOKSHELF

Man, Education, and Manpower by Grant Venn, recently issued by the American Association of School Administrators, is an important edition to the studies on Career Education available at this time.

"Reading, Writing, and Relating," a new slide presentation for Career Education in the elementary school is now ready and may be obtained from the Glasgow Career Education Center.

SCIENCE UNIT PLANNED

Ruth Allmond, Flavia Wright, Beverly Johnson, and Sherrie Brescher from Central Middle School and Cathy Munson from Northwestern Middle School are developing science units in cooperation with Gulf States Utilities.

Sixth-grade students will work with the generation of electricity and will study jobs available at a power station.

Resource persons from Gulf States will assist the teachers.

Seventh-grade students will study the distribution and utilization of electricity. The major activity at this grade level will be centered around the steps in building a power station.

Eighth-grade students will focus on a study of atomic energy and the development and operation of a nuclear power plant.

CONGRATULATIONS!

To the speech supervisor and teachers for their Resource Guide, Speech and Theatre Arts, with emphasis on Career Education.

CAREER EDUCATION HOLDS ELEMENTARY WORKSHOP

Eight E.B.R.P. elementary counselors took part in the Career Education Workshop held this summer at Glen Oaks Park Elementary School.

An introduction to Competency Based Teacher Education was given by Clarence Marie Collier, Assistant Director of the local Teacher Corps, and Leola Washington, Program Development Specialist for the Teacher Corps at Southern. Phil Hanson from the Department of Industrial and Technical Directors at L.S.U., demonstrated and explained the use of a tool bench which he and Vince Kuetemeyer have developed for Career Education in the elementary school. Katherine Jenkins and Boots McArdle, counselors working on Career Education Activity and Career Resource booklets for this parish with Genevieve Musemeche, an elementary librarian, presented the roles of counselors and librarians in Career Education.

The program was coordinated by Jannie Cox, Elementary Helping Teacher, Career Education, Tom Miller, Coordinator of Career Education, presented an overview of the program in the parish. Beverly Williams and Curtis Auzenne were resource teachers with Bobbie Scott, Betty Kracht, Frank McCray, and Sandra Bullock. Travis Lartigue, principal of Glen Oaks Park, was host to the workshop.

MATH UNIT TO BE TRIED

A unit on banking will be piloted in seventh-grade mathematics. This unit, which is being planned by Ulysses Joseph and Phillipa Hurley from Central Middle School and Susie Singleton and Judy Stovall from Northwestern Middle School, will allow students to use fundamental mathematic skills in specially designed activities which center around earning wages and meeting financial obligations.

The activities will include a simulation of actual experiences of wage earners. Students will select an entry-level occupation which interests them and then take on a life-style appropriate to the occupation.

Mathematics activities will begin when students receive a pay check, compute their deductions, and accept their "take-home" pay. Using their life-style cards as a basis, they will compute a budget of expenditures and open a savings account.

Pay checks will be received for a bi-weekly period which will last two school days. With each check students will be given a list of expenditures which involve check-writing activities. After four pay periods, a crisis will occur which will require the student to borrow money.

During the unit students will keep records, reconcile their checkbooks, and do the same math activities their parents must do.

Student worksheets, specially prepared filmstrips, workbriefs, checkbooks, and bank forms are included in the unit. Most Baton Rouge banks are cooperating in preparing the unit. A filmstrip on banking careers will be made at LNB.

VO-TECH TAKES OVER JOB-RELATED PROGRAM

On July 1, 1974, the job-related program changed from the administration of the East Baton Rouge Parish School System to the administration of the Baton Rouge Vocational-Technical School.

The Career Education coordinator and counselors will assist the Baton Rouge Vocational-Technical School staff when it is feasible.

VOCATIONAL FILM READY FOR SCHOOLS

A slide and tape presentation suitable for vocational education may be obtained from Bob Hill, Supervisor of Vocational Education, East Baton Rouge Parish.

The presentation is the result of a joint effort by Vocational Education and Career Education. Financial and technical assistance was provided by Career Education.

LOOK! *Mortar Book* is here! Where is here? In your school, on your desk, if you are an elementary teacher. If not, let us know.

AID IN PLANNING ON-SITE STUDY OFFERED

Counselors and administrators wishing to try the Career Education community approach piloted last year at Sherwood Junior High School described in Johnny Young's paper, *Career Education: A School and Community Approach*, should contact the parish Career Education office so that a meeting to plan their programs can be arranged.

TEACHERS!

Please send us your news concerning the activities in your classroom. We are interested in what *you* are doing.

NEW FILMS ARRIVE, READY FOR USE

Eight new films are available this year at the Career Education office.

They are "Decisions, Decisions," a film appropriate for high school use, and a seven-film series, "Jobs in the City," with elementary school appeal.

Sadie Bodden and Lester Badeaux are the new Vocational Job Placement Counselors for Career Education. For further information call 387-2141.

Vol. 2 No. 1

Sunday Advocate October 13, 1974

At Doctors Memorial Hospital

High School Students Get Chance To Preview Careers in Medicine

High school students are learing firsthand about medical careers by working in several departments at Doctors Memorial Hospital.

They are part of a class called "Health Careers" taught by Mrs. JoAnne Thurman. Students receive full credit for the three hours a day they spnd in class and working in the hospital.

"The purpose of the course is to help students decide whether they would enjoy a career in the medical field," said Mrs. Thurman. "The best way to find out is to participate in the operation of a hospital or clinic."

Two students who work Tuesday and Thursday morning in the nursing department of Doctors Memorial agree with Mrs. Thurman's statement.

"This course is good because being in it gives you actual experience," said Mary Mayeux, 16, a junior at Robert E. Lee High School. "Since I've started the class, I've decided to go into a health career."

"I already knew that I wanted to get into some medical field, but my experience in the course has helped me narrow my choice to either nursing or pharmacy," said Nancy Simon, 17, a senior at Lee High.

For three days a week the students attend a conventional classroom at the Glasgow Center where they learn medical terminology, basic hospital procedures and anatomy. They also hear guest lecturers on a variety of subjects.

On the other two days the students are in the field under the supervision of hospital personnel, who evaluate their work at the end of the term.

"The field assignments are the meat of the program," said Mrs. Thurman, who pioneered the health class last year. "The students relate their classroom learning to the practical situations they encounter in the field."

"The work in the hospital has not been exactly what I thought it would be," said Mary. "The supervisors go over the jobs with us, and then let us do them ourselves.

"I'm glad they let us take some responsibility," she said.

"It's good for us to have to act like professionals," said Nancy. "But the best thing is seeing how much patients appreciate all the little things you do for them."

"It's refreshing to have these young people around," she said. "And the patients enjoy them."

Mrs. Thurman is pleased with the success of the program so far.

"I think that the students are receiving an accurate picture of health careers. Seven of the thirteen students in last year's class went directly into formal medical training after graduation," she said.

Mrs. Beryl McDaniel, director of nursing services at Doctors Memorial, said that all the students go about their work with enthusiasm.

***

LEARNING ABOUT HEALTH CAREERS — Mrs. Beryl McDaniel, left, director of nursing services at Doctors Memorial Hospital, explains the use of patient charts to Nancy Simon and Mary Mayeux, Lee High School students participating in the Health Careers class.

Appendix B

Additional Tables

MANPOWER NEEDS
COOPERATIVE CAREER EDUCATION
EAST BATON ROUGE PARISH

Courses	Enrollee's Demand			Manpower Needs						Manpower Supply			
	[illegible] Lists	Post High School Educational Survey Sheet (May 1972)	Post School Survey of 1969 Graduates	La. State Plan Adm. of Voc. Educ., 1972	VITAL Career Information Report, June 30, 1972	Employment Security Commission on Entry/Demand Occupations	Manpower Requirement Fiscal Year 1973	PAS Report Vocational Education in Louisiana	Sample of Local Want Ads	Vocational-Technical Schools	East Baton Rouge Parish Schools	Manpower Programs	Manpower 5 Year Totals
Office Occupations	[illegible]	[illegible]	61	4794	Entry Demand	Demand	6004	137,14	X	57	380	43	2585
Bookkeeping I		[illegible]			Demand				X				
Bookkeeping II				530	X	X	227	11,001		14		20	180
Business Machines (Key Punch)		[illegible]		245	X	X	270		X				35
Clerical Practice									X				
Shorthand I									X				
Shorthand II		67		2410	X	X	1594		X	41			41
Typing I		[illegible]							X				
Typing II									X			20	20
[illegible] Key Punch													
[illegible]													
[illegible]													
[illegible]													

MANPOWER NEEDS
COOPERATIVE CAREER EDUCATION
EAST BATON ROUGE PARISH

Courses	Enrollee's Demand			Manpower Needs						Manpower Supply			Manpower 5 Year Totals
	Waiting Lists	Post High School Educational Survey [illegible]	Post Grad[illegible] Survey of 1969 Graduates	La. State Plan Adm. of Voc. Educ., 1972	VITAL Career Information Report, June 30, 1972	Employment Security Accumulation on Entry/Demand Occupations	Manpower Requirement Fiscal Year 1973	PAR Report Vocational Education in Louisiana	Sample of Local Want Ads	Vocational-Technical Schools	East Baton Rouge Parish Schools	Manpower Programs	
VOCATIONAL-TECHNICAL					Entry Demand	Demand							
Auto-Mechanics	72	171	3	200*	X	X	249*	1843	X	5	51		280
Electronics	[illegible]	[illegible]		220	X	X	[illegible]		X	7	32		195
Horticulture											33		1[illegible]3
Masonry		175		121	X	X							
Power Mechanics	10	[illegible]		100*	X	X	91*	9627	X		52		263
Air-conditioning - Refrigeration	10*	131							X	8	55		215
Welding (2000 state-wide)	742	50%		78	X	X	78		X	30	43		361
Not [illegible] 1626 listed													
[illegible] = Auto Serv. 40													
Independent garage owners indicate a large demand													
State figures for weld. indicate a large demand													
X Indicates a demand for this occupational specialty													

May 1972

POST-HIGH SCHOOL EDUCATIONAL SURVEY SHEET

East Baton Rouge Parish School Board will offer vocational and technical courses at the post-high school level. Would you please check the courses that would interest you either in day school or night school.

PRESENT PROJECTED COURSES

336 Air-Conditioning & Refrigeration

309 Auto Body

571 Auto Mechanics

386 Commercial Art

373 Drafting

452 Electricity-Electronics

264 Power Mechanics

504 Welding

780 Typewriting

567 Bookkeeping

476 Shorthand

588 Office Machines

828 Keypunch Operations

279 Printing

FUTURE PROJECTED COURSES

665 Data Processing

484 Practical Nursing

280 Cosmotology

442 Child Care Management

270 Food Service

150 Alterations

359 Masonry & Brick laying

467 Dental Assistant

638 Medical Assistant

Do you know of others (adults) who be interested in any of the above courses?

976 Yes

No 1327

Administered May, 1972

LABOR FORCE CHARACTERISTICS
OF EAST BATON ROUGE PARISH
1970 CENSUS
RANK ORDER OF THOSE EMPLOYED BY OCCUPATIONAL CATEGORIES

RANK	OCCUPATIONAL CATEGORY	EMPLOYED	PERCENT
1.	Professional, technical, and kindred workers	20,383	19.87
	a. Teachers, elementary and secondary schools	4,300	4.19
	b. Health workers	2,433	2.37
2.	Clerical and kindred workers	18,470	18.00
3.	Craftsmen, foremen, and kindred workers	15,884	15.48
	a. Construction craftsmen	5,127	4.99
	b. Mechanics and repairmen	3,049	2.97
4.	Service Workers	11,595	11.30
	a. Cleaning and food service workers	5,871	5.72
	b. Personal and health service workers	2,748	2.68
	c. Protective service workers	1,363	1.33
5.	Managers and administrators, except farm	9,428	9.19
	a. Salaried	8,035	7.83
	b. Self-employed in retail trade	675	.66
6.	Operatives, except transport	7,829	7.63
7.	Sales workers	7,283	7.10
	a. Retail Trade	3,851	3.75
8.	Laborer, except farm	3,734	3.64
9.	Transport equipment operatives	3,705	3.61
10.	Private household workers	3,508	3.42
11.	Farm workers	758	.74
	TOTAL EMPLOYED, 16 years old and over	102,577	

Appendix C

Follow-up Study

CAREER EDUCATION FOLLOW-UP STUDY

PLACEMENT OBJECTIVE I

Dear ____

The ________________________________ High School Guidance Department is conducting a Post High School Survey entitled "Occupational Experiences of East Baton Rouge Parish Trade & Industrial Students." The participants of this survey will include students enrolled in Trade & Industrial classes for the years 1971 through 1973.

I will appreciate your filling in the enclosed form and returning it to me in the self-addressed envelope within the next ten days. It takes approximately 10 minutes to fill in the questionnaire. I have numbered the inside of the envelope as a means of my knowing which questionnaires have been returned. Except for me, your identity will remain anonymous.

If you've read this far, perhaps you are asking yourself "Why should I bother with this?" I believe the information furnished will be used to help improve school curriculum, instruction and career education. This will be your little way of contributing to the development of educational programs in the future.

I thank you for your cooperation and hope that you will soon come back to ______________________ to pay us a visit.

Sincerely,

Guidance Counselor

POST HIGH SCHOOL CAREER EDUCATION SURVEY

OCCUPATIONAL EXPERIENCES OF
EAST BATON ROUGE PARISH HIGH SCHOOL
TRADES & INDUSTRIAL STUDENTS

INSTRUCTIONS: Mark answer with a check (✓) or give a brief statement.

1. Sex ________________
2. Marital status ____________________
3. Number of years in high school ___________________
4. Graduated Yes _____ No _____

Please check the Trade & Industrial courses you were enrolled in by indicating the number of years attended. (Use ½ year or 1 full year.)

5. Trade and Industrial

Air Conditioning & Refrigeration 1 _________
Air Conditioning & Refrigeration 2 _________

Auto Body 1 _________
Auto Body 2 _________
Auto Mechanics 1 _________
Auto Mechanics 2 _________
Child Care _________
Commercial Art 1 _________
Commercial Art 2 _________
Drafting 1 _________
Drafting 2 _________
Electricity & Electronics 1 _________
Electricity & Electronics 2 _________

Graphic Arts 1 _________
Graphic Arts 2 _________
Health Careers _________
Home Construction _________
Power Mechanics 1 _________
Power Mechanics 2 _________
Welding 1 _________
Welding 2 _________
Other ____________________

EMPLOYMENT EXPERIENCES

6. At the present time, I am:
   - ☐ a. Employed full-time
   - ☐ b. Employed part-time
   - ☐ c. Attending school or college, not employed
   - ☐ d. Attending school or college and employed full-time
   - ☐ e. Attending school or college and employed part-time
   - ☐ f. A housewife, not employed
   - ☐ g. A housewife employed full-time
   - ☐ h. A housewife employed part-time
   - ☐ i. In military service
   - ☐ j. Unemployed

7. Have you been employed since high school? ☐ Yes ☐ No
If YES, how many months during the period since high school were you employed? ____________ months.

During that time, were you employed in your field of high school vocational training or a related area? ☐ Yes ☐ No

8. If unemployed, what do you consider the reason (s) for your present unemployment?
   - ☐ a. Not looking for a job
   - ☐ b. No job available
   - ☐ c. High school training was not adequate
   - ☐ d. Marriage
   - ☐ e. Personal reasons (illness, family problems, etc.)
   - ☐ f. Other reason (explain) ______________________________

9. What are your future plans?
   - ☐ a. Seek employment
   - ☐ b. Remain a housewife
   - ☐ c. Enroll in trade or vocational school
   - ☐ d. Enroll in college
   - ☐ e. Join military service
   - ☐ f. Have no particular plans
   - ☐ g. Remain in present employment
   - ☐ h. Other (explain) ______________________________

10. The time between high school and obtaining my first full-time job was. (months – circle one)
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
18 19 20 21 22 23 24

11. My present job is in the occupational area (not necessarily the specific job) I was trained for in high school. ☐ Yes ☐ No
If NO, check reason:
   - ☐ a. No job available in occupational area trained for
   - ☐ b. Decided I liked other occupation better
   - ☐ c. Other job paid more
   - ☐ d. Other reason (explain) ______________________________

12. I am presently employed by ______________________________

My job title is ______________________________

13. (a). Are you considered a trainee in your present employment?
☐ Yes ☐ No

If YES, what is your position? (check one)

☐ a. Apprentice
☐ b. Managerial trainee
☐ c. Job trainee
☐ d. Other (explain) ______________________

(b). If NO, has your employer provided you with additional on-the-job training in your present job? ☐ Yes ☐ No

If YES, for what period of time? (check one)

☐ a. Less than one week
☐ b. One week to one month
☐ c. More than one month

14. Has your employer given you further formal training (special class, service school, short course, etc.) in your present job?
☐ Yes ☐ No

15. Have you held more than one full-time job since high school?
☐ Yes ☐ No

16. If YES, how many full-time jobs have you held? ____________

17. If YES, check the major reason for leaving your first job:

☐ a. Got a better job
☐ b. Dissatisfied with the job
☐ c. Layed off
☐ d. Dismissed
☐ e. Job abolished
☐ f. To go back to school
☐ g. Inadequate T & I training
☐ h. Other (explain) ______________________

18. How did you locate your first job? (check one)

☐ a. Through the vocational teacher
☐ b. Through the school counselor
☐ c. By direct application to business or firm
☐ d. Through a friend
☐ e. Through a relative
☐ f. Through a private employment agency
☐ g. Through the State Employment Service
☐ h. Through a newspaper advertisement (want-ad)
☐ i. Other (explain) ______________________

19. What problems did you encounter during your first year out of high school in adjusting to the work-world? Place a check in the box after each of the conditions below which best describe the degree of difficulty experienced by you.

CONDITIONS	Very Difficult	Difficult	Not Difficult
Locating suitable job openings	☐	☐	☐
Job Interviews	☐	☐	☐
Basic job skills and techniques	☐	☐	☐
Operating machines and equipment	☐	☐	☐
Business rules and regulations	☐	☐	☐
Getting along with fellow employees	☐	☐	☐
Getting along with supervisor	☐	☐	☐
Satisfying supervisor with volume of work done	☐	☐	☐
Satisfying supervisor with quality of work done	☐	☐	☐
Routine business arithmetic	☐	☐	☐
Business English usage (written and oral)	☐	☐	☐
Keeping and using business records	☐	☐	☐
Preparing reports	☐	☐	☐
Other (indicate) ______________________	☐	☐	☐

20. How satisfied are you with your job? Place a check in the box after each of the job conditions below which best tells your feeling about your present job.

JOB CONDITIONS	Very Satisfied	Satisfied	Dis-Satisfied	Very Dissatisfied
The people with whom you work	☐	☐	☐	☐
The supervision you receive	☐	☐	☐	☐
The appreciation received for doing a good job	☐	☐	☐	☐
The work you do	☐	☐	☐	☐
The promotions available in your job	☐	☐	☐	☐
The pay you receive	☐	☐	☐	☐
Working conditions	☐	☐	☐	☐
Overall job satisfaction	☐	☐	☐	☐

21. Which of the following statements best describes your opinion regarding the degree to which your high school Trade & Industrial training prepared you for your job? (check one)
- ☐ a. Exceptionally well prepared
- ☐ b. Well prepared
- ☐ c. Poorly prepared
- ☐ d. Does not apply

22. In what ways could your high school Trade & Industrial program have been more helpful? (Please list below if you have suggestions)

____

____

____

____

23. a. Please answer questions in this section if you are attending school or college.
- ☐ a. Trade or technical school
- ☐ b. Private business school
- ☐ c. Company school
- ☐ d. Two year college
- ☐ e. Four year college or university
- ☐ f. Military
- ☐ g. Other (indicate) ____________________

b. My field of study (curriculum) is ____________________

c. My high school Trade & Industrial training and my present course of study is: (check one)
- ☐ a. Directly related
- ☐ b. Indirectly related
- ☐ c. Not related
- ☐ d. Cannot determine

24. Would you recommend additional vocational courses for high school students? ☐ Yes ☐ No
If YES, please indicate ____________________

25. Please indicate other comments you may have concerning your high school education.

____

____

____

74/2/32

FOLLOW-UP STUDY

This is a summary of the Post High School [illegible] Survey of East Baton Rouge Parish High School Trade and Industrial Students for the years of 1971 through 1973.

One thousand one hundred and seventy-seven (1177) questionnaires were mailed out and 425 questionnaires were returned representing a 36% return achievement.

One hundred and eighteen students, or 27.[illegible]% of the total respondents participated in multiple learning disciplines.

Relative to the number of respondents, the five areas that indicated greatest enrollment during the students' high school careers were: Air Conditioning I; Auto Mechanics I; Power Mechanics I; Welding I; Electricity and Electronics I.

Forty-three or 10.1% of the respondents had multiple employment experiences. Forty-four and eight tenths percent were employed fulltime whereas only 3.4 percent were unemployed. On an average, those that were employed had been employed for one year since leaving high school. One hundred and twenty-eight (128) or 37.2% were employed in the same vocational area, or related area, that they received training in during their high school career.

Forty-one and five tenths percent of the unemployed students did not seek employment; whereas 37.9% of the unemployed students gave multiple reasons for their unemployment.

One hundred and forty-two or 33.3% of the respondents stated they would remain in their current employment. Eighty-five or 20% indicated they would seek employment. Twelve percent indicated they would enter college.

The survey revealed that the average time lapse between the time the student left school to the time of successful employment was two months. (2.15 mos.)

The survey revealed that a considerable period of time was devoted by the employers in on-the-job training; either through an apprentice program or inservice program.

One hundred and forty-seven of the respondents that were employed held more than one job. The paramount reason for changing jobs was "Got a better job"; seventy-four percent or 10[illegible] gave this reason for the job change. No one indicated that "Inadequate "T&I" Training" was a reason for a job change.

The most frequent technique used by the students in finding their first job was through a friend (126 or 36.7%). The least used method was through a private employment agency (6 or 1.7%).

The most difficult obstacle encountered by the student during his/her first year of job seeking and employment was, "Locating a suitable job opening." The least problem experienced was shared by, "Getting along with fellow employees," and, "Satisfying supervisor with quality of work done."

In the area of "Job-Satisfaction," 146 or [illegible] % indicated they were very satisfied with the people with whom they worked. The dissatisfying factors were closely shared by: "The pay received," "The promotions," and "The appreciation for doing a good job."

The survey has indicated, that as currently constituted, the vocational training areas of the East Baton Rouge Parish School System are doing a reasonably good job in the preparation of the individual for the world-of-work. It is also indicated that a periodical evaluation of the training programs is essential for the purpose of up-grading the disciplines to meet the requirements of the industrial society.

Industry is continually changing in the process of meeting world demands. Consequently, it behooves the educational society to also make the necessary changes in meeting the demands and requirements that will be placed before the individuals that are being trained to satisfy the personnel needs of industry.

NOTE: Any additional information on this follow-up study may be obtained by contacting:

CAREER EDUCATION CENTER
1676 Glasgow Avenue
Baton Rouge, LA 70808 Telephone 387-2141
Tom Miller, Coordinator
Lester Badeaux, Placement Counselor
Sadie Bodden, Placement Counselor

FOLLOW-UP STUDY

A Summary of the Post High School Career Education Survey of Occupational Experiences of East Baton Rouge Parish High School Trade and Industrial Students for the years of 1971 through 1973.

The format of this summary will follow the format of the questionnaire that was mailed to the individuals considered in the survey.

One thousand one hundred and seventy-seven (1177) questionnaires were mailed out; and four hundred and twenty-six (426) were returned for a return of thirty-six (36%) percent.

The following chart indicates the response to question number five relative to the type of trade and industrial courses that the student was enrolled in during his/her high school career:

TRADE AND INDUSTRIAL COURSES

Course	Number Enrolled	% of Enrollment based on 426 (Total) Returns
Air Conditioning & Ref. I	110	25.8
Air Conditioning & Ref. II	38	8.9
Auto Body I	22	5.2
Auto Body II	0	0
Auto Mechanics I	76	17.8
Auto Mechanics II	16	3.8
Childcare	0	0
Commercial Art I	33	7.7
Commercial Art II	8	1.9
Drafting I	11	2.6
Drafting II	3	.7
Electricity & Electronics I	44	10.3
Electricity & Electronics II	16	3.8
Graphic Arts I	11	2.6
Graphic Arts II	0	0
Health Careers	0	0
Home Construction	0	0
Power Mechanics I	70	16.4
Power Mechanics II	34	8.0
Welding I	51	12.0
Welding II	13	3.0
TOTAL	544	130.5

The above chart indicates that 544 students participated in class activities, whereas only 426 students returned questionnaires. This is indicative that 118 students or 27.7% of the students participated in multiple learning experiences.

The following chart illustrates the results of the question number six on the questionnaire dealing with employment experiences:

EMPLOYMENT EXPERIENCES

Experience	Number	Percent-(426 base)
Employed full-time	191	44.8
Employed part-time	19	4.6
Attending school or college -not employed	66	15.6
Attending school or college and employed full-time	24	5.7
Attending school or college and employed part-time	86	20.3
A housewife, not employed	7	1.6
A housewife, employed full-time	2	.5
A housewife, employed part-time	0	0
In military service	59	13.6
Unemployed	15	3.4
TOTAL	469	110.1

The above chart reveals that 43 or 10.1% of the students questioned had multiple employment experiences.

Question 7 revealed that 344 or 80.7% of the 426 students that responded had been employed since high school, and 82 or 19.3% had not been employed.

Those employed indicated that on an average they were employed for 11.96 months since leaving high school.

One hundred and twenty-eight (128) or 37.2% of those employed indicated they were employed in the same vocational field, or related field, that they received training in during their high school career, whereas 191 or 55.5% indicated the opposite to be true. Twenty-five or 7.3% of those employed did not respond to this question.

The survey revealed that the average time lapse between completion or leaving high school to obtaining his/her first job was 2.15 months.

Seventy or 16.4% indicated that their present job was in the occupational area that they were trained in during their high school vocational career. Two Hundred and forty-two or 56.8% said their high school vocational training was not related to their present occupation. One hundred and fourteen or 26.8% of the students questioned did not respond to the question.

The following chart indicates the number and percentage relative to the reasons why students stated that their high school vocational training was not applicable to their present occupation:

VOCATIONAL TRAINING
NOT APPLICABLE TO PRESENT OCCUPATION

Reason	Number	Percent-(242 base) (taken from first part of #11 those who answered NO
No job available in occupational area trained for	49	20.2
Decided I liked other occupation better	65	26.9
Other job paid more	52	21.5
Other reasons	31	12.8
No response	45	18.6
TOTAL	242	100.0

Question 12 requested that the respondents list their job title. Seventy-seven (77) different job titles were given. Three hundred and forty-nine repeats were listed. The following list indicates the first ten titles that appeared more frequently:

1. Mechanic (Auto)
2. Carpenter
3. Apprentice (Union)
4. Laborer
5. Truck Driver
6. Sales Clerks
7. Welding
8. Warehouseman
9. Surveyor's Aide
10. Assistant Manager Operator

Question 13 indicated that 96 or 22.6% of those that responded to the questionnaires considered themselves as a trainee in their present employment. One hundred and eighty-eight or 44.1% did not consider their present employment as that of a trainee category; and 142 or 33.3% did not respond to the question.

The following charts reveal the reasons 88 of the 426 students experienced unemployment after leaving high school:

REASONS FOR UNEMPLOYMENT

Reasons	Number (Responses)	Percent-(88 base)
Not looking for a job	34	38.6
No job available	17	19.3
High school training was not adequate	1	1.1
Marriage	4	4.5
Personal reasons: (Illness, family problemsn, etc.)	3	3.4
Other reasons: (military, college, etc.)	54	61.4
TOTAL	113	128.3

25 students or 28.4% of the 88 unemployed students had multiple reasons for their unemployment.

Question nine of the questionnaire was developed to get information on the future plans of the students. The following chart reveals the results:

FUTURE PLANS OF THE
EAST BATON ROUGE PARISH HIGH SCHOOL
TRADE AND INDUSTRIAL STUDENTS

Plans	Number	Percent-(426 base)
Seek employment	85	20.0
Remain a housewife	2	.4
Enroll in a trade or vocational school	40	9.4
Enroll in college	51	12.0
Join military service	5	1.2
Have no particular plans	14	3.3
Remain in present employment	142	33.3
Other	43	10.1
No response	44	10.3
TOTAL	426	100.0

382 students or 89.7% of the students responded to question nine.

The following chart indicates the trainee position of those that considered their present job as one on a training level:

TRAINEE POSITIONS

Category of Position	Number	Percent-(96 base)
Apprentice	37	38.5
Managerial Trainee	7	7.3
Job trainee	42	43.8
Other	10	10.4
TOTAL	96	100.0

The following chart indicates the time that was dedicated to additional on-the-job training for those that did consider their present job in the category of a trainee:

ON-THE-JOB TRAINING

Period of Time	Number	Percent-(103 base)
Less than one week	12	11.7
One week to a month	30	29.1
More than one month	54	52.4
No response	7	6.8
TOTAL	103	100.0

Of the 188 persons that gave a negative response to the question in reference to their job being a non-trainee position 103 or 54.8% said they did have additional on-the-job training, 60 or 32.0% did not have additional on-the-job training, and 25 or 13.2% did not respond.

Eighty-three or 19.5% said their employer gave them some type of special training for their present job. One hundred and seventy-two (172) or 40.3% did not receive any special training (special class, service school, short course, etc.), and 171 or 40.2% did not respond to the question number fourteen.

Question fifteen related to the number of full-time jobs held by the individual. One hundred and forty-seven (147) or 34.5% said they had held more than one full-time job since high school, whereas 138 or 32.4% said No, and 141 or 33.1% did not respond.

Of those that responded positively to having more than one full-time job gave an average of having 2.2 jobs since leaving or graduating from high school.

The following chart indicates the number and percentages of those that left their first job and the reasons why this changed was made:

REASONS FOR LEAVING FIRST JOB

Reasons	Number	Percent-(147 base)
Got a better job	109	74.1
Dissatified with the job	31	21.1
Layed off	22	15.0
Dismissed	3	2.0
Job abolished	12	8.2
To go back to school	32	21.8
Inadequate T&I training	0	0
Other	10	6.8
TOTAL	219*	149.0*

*Twenty-two or 49.0%, of the 147 individuals that held more than one job since leaving high school, indicated multiple reasons for leaving their first job.

It is interesting to note that no one found the "T&I" training program to be at fault for having to change jobs.

Question number 18 dealt with the aid that was available to the individual in finding his first job. The following chart indicates the kind of assistance, the number and percentage of students that used the various avenues. The percentage was based on the 344 individuals that were employed since leaving or graduating from high school.

HOW DID YOU LOCATE YOUR FIRST JOB

Type of Assistance	Number	Percentage-(344 base)
Vocational teacher	16	4.7
School counselor	14	4.1
By direct application to business or firm	98	28.5
A friend	126	36.6
A relative	77	22.4
Private employment agency	6	1.7
State employment service	8	2.3
A newspaper advertisement (want-ad)	9	2.6
Other	10	2.9
TOTAL	364	105.8*

*Twenty or 5.8% of the 344 students found their first job by multiple means.

Problems encounter during first year out of high school in adjusting to the work-world, relative to conditions, numbers, responses and percentages:

Conditions	Very Difficult		Difficult		Not Difficult		Total # Resp.	% of Resp.	Total # NO Resp.	% of NO Resp.
	#	%	#	%	#	%				
Locating suitable job openings	37	8.7	104	24.4	166	38.9	307	72.0	119	28.0
Job interviews	16	3.8	37	8.6	243	57.0	296	69.5	130	30.5
Basic job skills and techniques	14	3.3	48	11.2	243	57.0	305	71.6	121	28.4
Operating machines and equipment	4	.9	35	8.2	263	61.7	302	70.9	124	29.1
Business rules and regulations	6	1.4	19	4.4	290	68.0	315	74.0	111	26.0
Getting along with fellow employees	1	.2	9	2.1	304	71.3	325	76.3	101	23.7
Getting along with supervisors	5	1.2	18	4.2	302	70.8	325	76.3	101	23.7
Satisfying supervisor with volume of work done	2	.4	14	3.2	295	69.2	311	73.0	115	27.0
Satisfying supervisor with quality of work done	1	.2	57	13.3	297	69.7	355	83.3	71	16.7
Routine Business Arithmetic	4	.9	49	11.5	242	56.8	295	69.2	131	30.8
Business English Usage (Written and Oral)	2	.4	55	12.9	237	55.6	294	69.0	132	31.0
Keeping and using Business Records	2	.4	25	5.8	229	53.7	256	60.0	170	40.0
Preparing Reports	4	.9	4	.9	248	58.2	256	60.0	170	40.0
Other	1	.2	0	0	7	1.6	8	1.9	418	98.1

The above chart indicates that the most difficult condition encountered was that of "locating suitable job openings."

Preparing Reports," and Getting Along with Fellow Employees," in that order were listed as the conditions causing the least amount of problems during the first year out of high school in adjusting to the work-world.

The base number, 426, total response to the questionnaire was used to compute the percentages for question 19.

Question number 20 deals with job satisfaction. The following chart indicates the job conditions, and degree of satisfaction experienced by the individuals included in the survey.

JOB SATISFACTION

Job Conditions	Very Satisfied		Satisfied		Dis-satisfied		Very Dis-satisfied		Total # Resp.	% of Resp.	Total # No. Resp.	% of No. Resp.
	#	%	#	%	#	%	#	%				
The people with whom you work	146	34.3	99	23.2	6	1.4	7	1.6	258	60.6	168	39.4
The supervision you receive	111	26.0	130	30.5	13	3.1	6	1.4	260	61.0	166	38.9
The appreciation received for doing a good job	104	24.4	98	23.0	32	7.5	16	3.8	250	58.7	176	41.3
The work you do	93	21.8	116	27.2	66	15.5	5	1.2	280	65.7	146	34.3
The promotions available in your job	80	18.9	92	21.6	99	23.2	18	4.2	289	67.8	137	32.2
The pay you receive	66	15.5	118	27.7	42	9.8	19	4.5	245	57.5	181	42.5
Working conditions	81	19.0	162	38.0	22	5.2	13	3.1	278	65.3	148	34.7
Overall job satisfaction	72	17.0	185	43.4	23	5.4	6	1.4	286	67.1	140	32.9

The greatest degree of satisfaction was registered with "the people with whom you work."

The conditions that were selected as being most dissatisfying were: "the pay you receive," "the promotions available in your job," and "the appreciation received for doing a good job." These are listed in order of frequency.

Question 21 is related to the opinions expressed regarding selected statements as to the degree which the high school trade and industrial training prepared the students for their jobs.

Of the 426 total returns, 344 or 80% responded to question 21, and 82 or 20% did not respond.

The following chart indicates the results of question 21.

DEGREE OF JOB PREPARATION BY THE
HIGH SCHOOL TRADE AND INDUSTRIAL TRAINING PROGRAM (Base 344)

STATEMENT	NUMBER	PERCENTAGE
Exceptionally well prepared	38	11.0
Well prepared	125	36.3
Poorly prepared	30	8.7
Does not apply	132	38.4

Question 22 was constructed to reveal the ways, or means, that the High School Trade and Industrial Program could have been more helpful.

The 426 respondents presented 29 different ideas, some were multiple presentations. For the sake of this report, the first ten suggestions, based on the frequency that the suggestion was offered, will be used as the suggestion group. They are as follows:

1. More areas offered.
2. Vocational training should start earlier in school career (middle school).
3. More modern equipment. (Training equipment should be comparable to the type used in the specific industry.)
4. Job placement service made available to vocational students.
5. Allow a longer block of time for vocational courses (Ex. 3 hrs.).
6. More explicit instruction and demonstration on proper tool usage.
7. More release time for "on-the-job" experience.
8. More guidance in student class placement.
9. Teach more advanced techniques.
10. More individual instruction.

Only the respondents that were attending school, college, was required to answer question number 23. The total response was 215. This number was used as the base number to compute the percentages listed on the following chart:

RESPONDENTS ATTENDING SCHOOL, COLLEGE OR IN THE MILITARY SERVICE

DISCIPLINE	NUMBER	PERCENTAGE
Trade or Technical School	39	18.1
Private Business School	13	6.0
Company School	5	2.3
Two Year College	3	1.4
Four Year College or University	106	49.3
Military	45	20.9
Other	4	2.0
TOTAL	215	100.0

Question number 24 was directed only to the students that were enrolled in some form of Post High School educational program.

CORRELATION OF T & I HIGH SCHOOL TRAINING AND CURRENT COURSES OF STUDY (ONLY THOSE ATTENDING SCHOOL-176)

CORRELATION	NUMBER	PERCENT-176 BASE
1. Directly Related	40	22.7
2. Indirectly Related	26	14.8
3. Not Related	94	53.4
4. Cannot Determine	16	9.1
TOTAL	176	100.0

Question 23 also requested the field of study that the respondent was enrolled in. Forty-three (43) different areas of study was listed with multiple listings in several areas. For the prupose of this report the first ten, according to frequencies of listing, will be reported; as follows:

1. Electronics
2. Air Conditioning and Refrigeration

3. Business Administration
4. Computer Science
5. Industrial Arts Education
6. Welding
7. Interior Design
8. Law
9. Instrumentation
10. Architectural Engineering
    Electrical Engineering

Of the 426 total response, 248 or 58.2% recommended additional vocational courses for high school trade and industrial students; whereas, 45 or 10.6% did not recommend any additional courses. One hundred and thirty-three (133) or 31.2% did not respond to the question.

Thirty additional areas were suggested by the respondents. The ten learning areas that are totally new to the East Baton Rouge Trade and Industrial Training Program are listed as follows:

1. Multi-craft program
    a. Electricity - (helper)
    b. Plumbing
    c. Bricklaying
    d. Masonry (Finish)
    e. Carpentry
2. Iron work
3. Machine Shop
4. Television Technician
    a. Photography
    b. Broadcast
    c. Communications (Newscaster, etc.)
5. Fitting
    a. Pipe
    b. Welding

6. Machine Shop
7. Drafting
8. Childcare
9. Business Administration
    a. Marketing
    b. Management
10. Commercial Cooking

Question 25, requested comments from the 426 respondents relative to their high school education. Ten of the most relevant comments are listed as follows:

1. I could not relate my studies to the world of work; now I realize what I should have done.
2. I regret not taking more vocational courses.
3. Job placement service should be a part of a student's high school experience.
4. If I could, I would approach high school differently; because I now realize the value of high school training.
5. High school should offer more vocational courses for girls.
6. High shcool should deal more with the world of work.
7. The vocational courses need more equipment that is comparable to the equipment used in industry.
8. My drafting course helped me in my college work.
9. High school did an excellent job in preparing me for college.
10. If I had it to do over again I would choose better subjects and harder teachers.

CONCLUSION

One thousand-one hundred and seventy-seven (1117) questionnaires were mailed out and 426 questionnaires were returned representing a 38% return achievement.

One hundred and eighteen students, or 27.7% of the total respondents. participated in multiple learning disciplines.

Relative to the number of respondents, the five areas that indicated greatest enrollment during the students' high school careers were: Air Conditioning I; Auto Mechanics I; Power Mechanics I, Welding I; Electricity and Electronics I.

Forty-three or 10.1% of the respondents had multiple employment experiences. Forty-four and eight tenths percent were employed fulltime whereas only 3.4 percent were unemployed. On an average, those that were employed had been employed for one year since leaving high school. One hundred and twenty-eight (128) or 37.2% were employed in the same vocational area, or related area, that they received training in during their high school career.

Forty-one and five tenths percent of the unemployed students did not seek employment; wereas 37.9% of the unemployed students gave multiple reasons for their unemployment.

One hundred and forty-two or 33.3% of the respondents stated they would remain in their current employment. Eight-five or 20% indicated they would seek employment. Twelve percent indicated they would enter college.

The survey revealed that the average time lapse between the time the student left school to the time of successful employment was two months. (2.15 mos.)

The survey revealed that a considerable period of time was devoted by the employers in on-the-job training; either through an apprentice program or inservice program.

One hundred and forty-seven of the respondents that were employed held more than one job. The paramount reason for changing jobs was "Got a better job"; seventy-four percent or 109 gave this reason for the job change. No one indicated that "Inadequate "T & I" training" was a reason for a job-change.

The most frequent technique used by the students in finding their first job was through a friend (126 or 36.7%). The least used method was through a private employment agency (6 or 1.5%).

The most difficult obstacle encountered by the student during his/her first year of job seeking and employment was, "Locating a suitable job opening." The least problem experienced was shared by, "Getting along with fellow employees," and, "Satisfying supervisor with quality of work done."

In the area of "Job-Satisfaction," 146 or 34.3% indicated they were very satisfied with the people with whom they worked. The dissatisfying factors were closely shared by: "The pay received," "The promotions," and "The appreciation for doing a good job."

The survey has indicated, that as currently constituted, the vocational training areas of the East Baton Rouge Parish School System is doing a reasonable good job in the preparation of the individual for the world-of-work. It is also indicated that a periodical evaluation of the training programs is essential for the purpose of up-grading the disciplines to meet the requirements of the industrial society.

Industry is continually changing in the process of meeting world demands. Consequently, it behooves the educational society to also make the necessary changes in meeting the demands and requirements that will be placed before the individuals that are being trained to satisfy the personnel needs of industry.

Appendix D

List and Samples of Products Developed

APPENDIX D

LIST OF PRODUCTS DEVELOPED

* Career Awareness/Motivation Handbook
Brochures
East Baton Rouge Parish Career Education Overview Slide-Tape
Elementary Guidance Handbook (Revised)
* Mortar Book
* Posters
* R*I*C*E Directory
Tools Work Cabinet/Bench
Units
Elementary

ALL ABOUT ME AT HOME AND SCHOOL
THE DAIRY
SCHOOL AND COMMUNITY HELPERS
NIGHT PEOPLE
THE TELEPHONE
THE RESTAURANT
THE PAPERMAKING INDUSTRY
AEROSPACE
FOOD FROM FARM TO TABLE
ORNAMENTAL HORTICULTURE
THE ELECTRIC POWER INDUSTRY
HEALTH - HOSPITAL
UNITED STATES POSTAL SERVICE
THE BANK
FISHING IN LOUISIANA
THE NEWSPAPER
UNDER THE CITY WORKERS
TRUCKING
LOUISIANA FESTIVALS
HEALTH - MEDICINE
THE TELEVISION STATION

Junior High

* PORT OF BATON ROUGE INCLUDES A LIST OF SLIDE TAPES AND UNIT BOOK

*A sample page from each Product starred is included in this Appendix.

SAMPLE PAGE FROM THE CAREER AWARENESS/MOTIVATION HANDBOOK

SUBJECT MATTER TIE-IN

The academic subjects remain the important areas of emphasis in the East Baton Rouge Parish program. Career Education does not mean that these subjects will be de-emphasized. In fact, Career Education seeks to focus on a new kind of emphasis on these areas. Through the Career Education approach, academic subjects should be revitalized because children will be led to see how they relate to the real world.

Relating Career Education techniques to academic areas does not require a complete overhauling of the curriculum. To a large extent, all that is required is a change in the teacher's attitudes and philosophies. Good teaching methodologies are probably not changed to a major degree at all. With careful pre planning, a teacher should be able to make all subject areas much more vital through Career Education techniques.

Through curriculum planning in all academic areas the school system has isolated various skills which should be taught on each grade level. Sequential programs of study are a part of each subject area. Career Education recognizes these sequential programs and suggests that any subject matter requirements for a grade level can readily be tied into a unit of work. The following steps are suggested to determine the subject matter tie-in for a given unit:

1. Investigate the occupation thoroughly to determine how the area uses fundamental academic subjects. If possible, visit a site and ask for first-hand information.
2. List the subject matter areas used in the occupation along with notations of how it is used.
3. Check curriculum guides and resource material which suggest grade level performance in each area.
4. Determine which subject dominates the occupational area and make it the pivotal point.

SAMPLE PAGE FROM THE MORTAR BOOK

CENTER: Language Arts, Social Studies, Science, Mathematics

TYPE OF ACTIVITY: Large group, small group, individual

ACTIVITY: ABC'S of Occupational Opportunities in Louisiana

CAREER CONCEPT: Local jobs may be like or unlike jobs in general. Every person can have a purposeful, meaningful, rewarding career.

CAREER OBJECTIVE: After the completion of this activity, students will be more aware of the carrer opportunities available in Louisiana.

Materials: Chart paper, felt pen

Directions: This activity is designed to be used as a culminating activity after a through study of careers in Louisiana. It is an interesting way of presenting the history of Louisiana in a creative fashion.

The teacher may present the activity as a game to see how many careers, job descriptions and facts students will be able to supply. The teacher may say...." I am thinking of the letter "A". Which careers in Louisiana can you associate with this letter?"

See below for a guide.

Variations: There are many variations to this activity. The teacher may want to take each alphabet separately or clusters of alphabets and study careers and job descriptions. Another variation is that a map of Louisiana may be placed on a large poster. Students may give job descriptions and locate areas or the area in Louisiana where the job would be available. Example: The letter S may stand for Shrimping. The student should be able to identify the areas where shrimping would be found.

THE ABC'S OF OCCUPATIONAL OPPORTUNITIES IN LOUISIANA

A - Arts and crafts by Acadians, Indians
B - Baton Rouge
C - Crawfish
D - Dairy Cattle
E - Economy of Louisiana
F - Farming, fishing, forestry
G - Gulf of Mexico
H - Hardwoods
I - Indians
J - Jazz
K - King of the Mardi Gras
L - Lumber
M - Marshes, muskrat
N - New Orleans, natural gas, nutria
O - Oysters
P - Petroleum
Q - Queen of the Sugar Cane Festival
R - Rivers, rice
S - Shrimp, soil, sugar, sulphur, salt
T - Trapping, trucking, tourism
U - Unusual entertainment and food
V - Vieux Carre
W - Water ports, products
XYZ - Here teacher would include many other occupations areas not mentioned in A-W, such as government jobs, tobasco, strawberries, nuts, festivals, yams, transportation industry, hotel and motel business.

CAREER EDUCATION IN EAST BATON ROUGE PARISH SCHOOLS

CAREER EDUCATION E.B.R. PARISH SCHOOLS
HANDS ON THE HELM OF TOMORROW

IS

AWARENESS

MOTIVATION

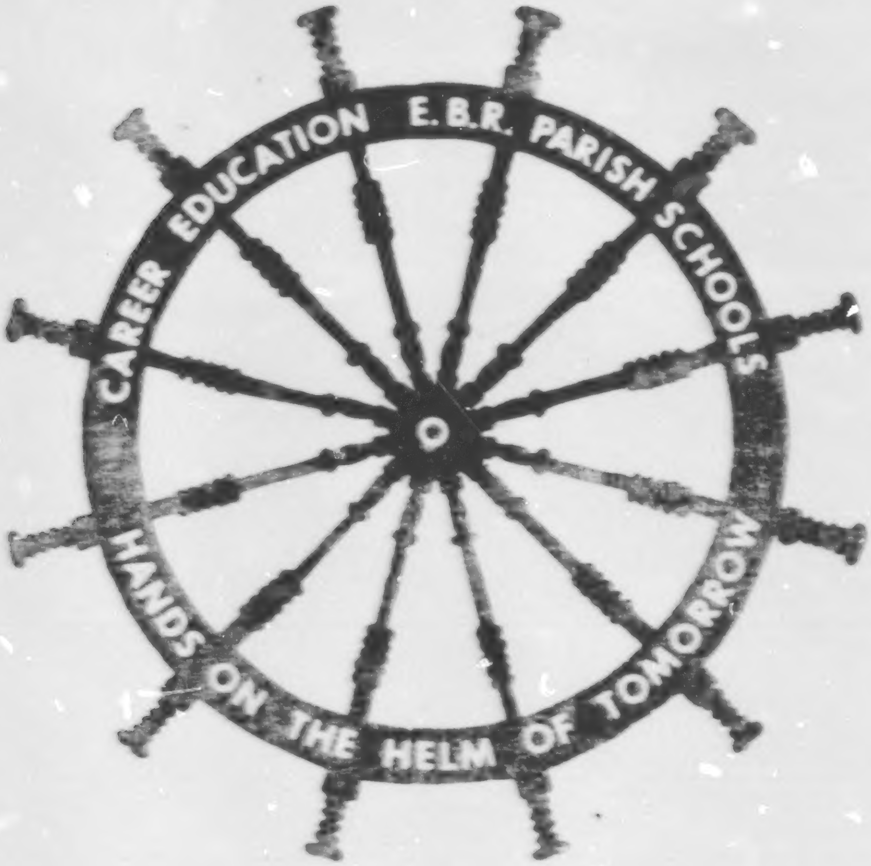
EXPLORATION

SKILL ACQUISITION

HANDS-ON EXPERIENCES

ADVANCED EDUCATION OR EMPLOYMENT

for CAREER EDUCATION 1676 Glasgow Ave. Baton Rouge, Louisiana 70806 Phone (504) 387-2141


CAREER EDUCATION E.B.R. PARISH SCHOOLS
HANDS ON THE HELM OF TOMORROW

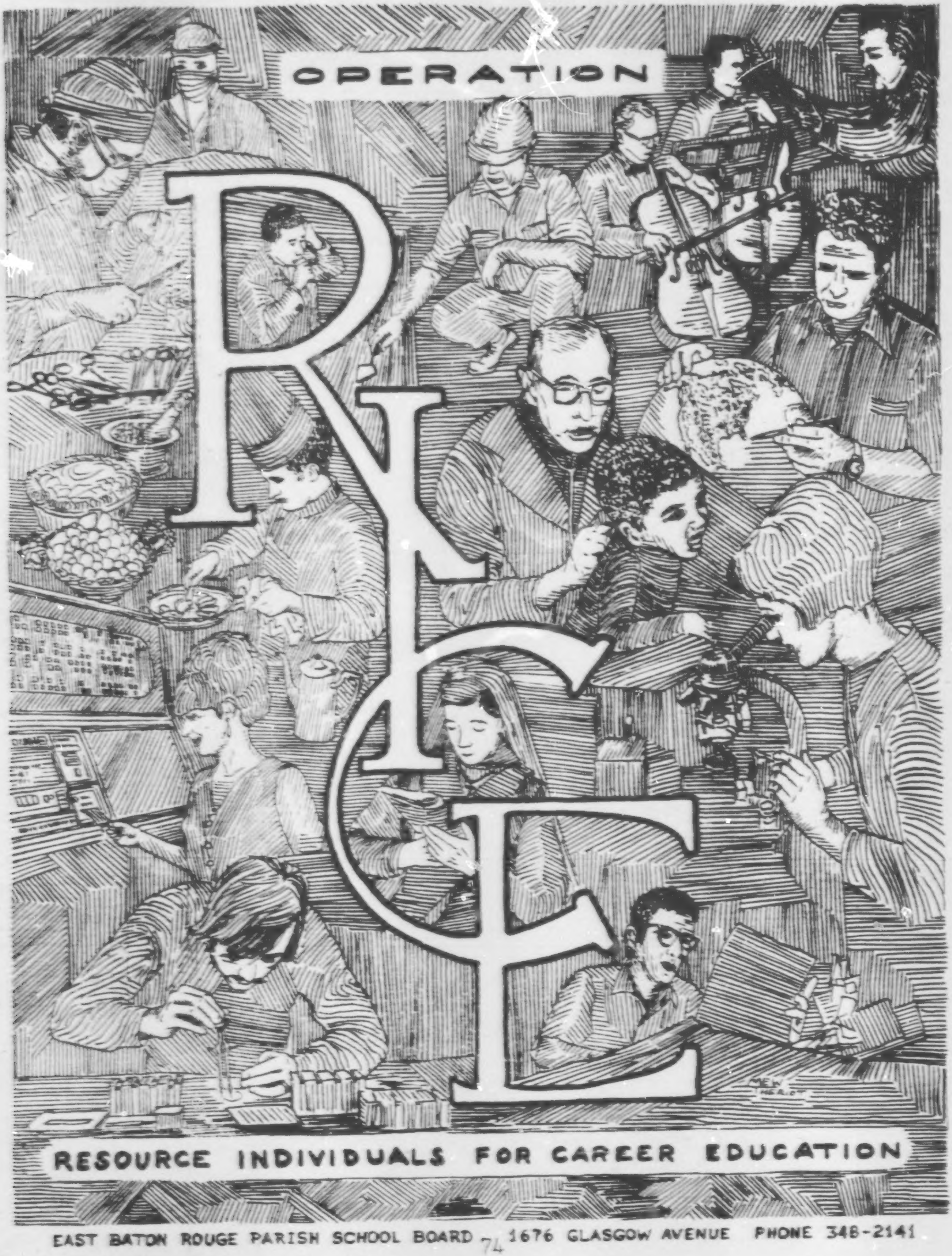
The symbol for CAREER EDUCATION within the East Baton Rouge Parish School System represents:

security in planning their future by helping young people to gain increased self-awareness and a greater understanding of the World of Work.

the hands-on experiences offered by Career Education which allow young people to test some of their early career choices in a relevant situation, thus allowing them to get down to the real issues.

a relevance in the school experience which minimizes "because the book says so" and stresses "that's the way the world is" and "you can check it out for yourself."

For information write: Tom Miller, 1676 Glasgow Ave. B.R. LA. Phone: 387-2141


OPERATION
RICE
RESOURCE INDIVIDUALS FOR CAREER EDUCATION

EAST BATON ROUGE PARISH SCHOOL BOARD 1676 GLASGOW AVENUE PHONE 348-2141

SAMPLE PAGE FROM THE R*I*C*E DIRECTORY

```
DATE  8/30/74                                    RESOURCE PERSONS LISTING ARRANGED ALPHABETICALLY BY CAREER FIELDS

                                                                              *OCCU*AUDIO-*READING*RESOURCE* *METHOD - PRESENTATION
 DOT    CAREER FIELD                          COMPANY NAME                    *INFO*VISUAL* MATER.*MATERIAL* *DEMO* DISC* TALK*OTHR
RESOURCE PERSON        PRESENT POSITION        COMPANY ADDRESS            PHONE         SCHOOL NAME              ARRANGEMENTS

054   SOCIOLOGY                               LOUISIANA STATE UNIV.
 ROBERT M CASSE        ASSOCIATE PROF          UNIVERSITY STATION              YES    NO     NO      NO      *  NO    NO   YES   NO
                                                                          388-5875
950   STATIONARY ENGINEERS                    KAISER'S APPLIANCE REPAIR
 ADRIAN E KAISER JR    PRESIDENT               4820 NORTH ST                   YES    NO     YES     YES     *  YES   YES  NO    YES
                                                                          346-6616
202   STENOGRAPHERS                           ETHYL CORPORATION
 JACQUELINE H BROWN    TYPIST - STENO          GULF STATES RD PO BOX 341       YES    NO     YES     YES     *  NO    YES  YES   NO
                                                                          357-6341   ALSEN ELEMENTARY          INTERVIEW ONLY
223   STOCK CLERKS AND RELATED                CHRISTIAN BOOK STORE
 ELIZABETH A WALKER    BOOKSTORE SALE          8312 FLORIDA BLVD.              YES    YES    NO      NO      *  NO    NO   YES   NO
                                                                          926-2128   CLAIBORNE ELEMENTARY      INTERVIEW-OBSERVATION
018   SURVEYORS, N.E.C.                       A. JACKSON PERRAULT
 A JACKSON PERRAULT    CONSULTING ENG          1968 DALLAS DR                  YES    NO     NO      NO      *  NO    NO   NO    NO
                                                                          926-7760
018   SURVEYORS, N.E.C.                       BROWN & BUTLER
 RUTH C SESSIONS       CIVIL ENGINEER          1225 NICHOLSON DR.              YES    NO     NO      YES     *  YES   NO   YES   NO
                                                                          344-3762                             INTERVIEW-OBSERVATION
018   SURVEYORS, N.E.C.                       LA. STATE UNIVERSITY     CIVIL ENGR
 RAPHAEL G FAZMANN     CIVIL ENGR              L.S.U.                          YES    YES    YES     NO      *  NO    YES  YES   NO
                                                                          388-2361                             INTERVIEW ONLY
235   TELEPHONE OPERATORS                     SOUTH CENTRAL BELL
 GRETCHEN H LAWRENCE   EMP STAFF REP           3115 DEE ST                     YES    YES    YES     NO      *  NO    YES  YES   NO
                                                                          926-8196                             INTERVIEW-OBSERVATION
212   TELLERS                                 AMERICAN BANK
 ARTON A BERTRAND      CASHIER                 2531 PLANK ROAD P.O. 591        YES    NO     YES     YES     *  YES   YES  YES   NO
                                                                          357-0681                             INTERVIEW-OBSERVATION
212   TELLERS                                 FIDELITY NATIONAL BANK
 EDDIE JOHNSON         TELLER                  440 RIVERSIDE MALL              NO     NO     NO      NO      *  NO    NO   NO    NO
                                                                          348-2171   BATON ROUGE HIGH          INTERVIEW-OBSERVATION
212   TELLERS                                 LOUISIANA NATIONAL BANK
 BETTY G BARNES        ADMIN ASST BANK         451 FLORIDA ST                  YES    NO     NO      NO      *  NO    YES  YES   NO
                                                                          389-4427   CLAIBORNE ELEMENTARY      INTERVIEW-OBSERVATION
263   TEXTILES, TEXT PRODU. AND APPA          TOM SAWYER'S CLOTHES FOR KIDS
 VIRGINIA R SAWYER     OWNER                   12391 FLORIDA BLVD.             YES    NO     YES     YES     *  NO    YES  YES   NO
                                                                          275-4342                             INTERVIEW-OBSERVATION
804   TINSMITHS, COPPER, AND SHEET            VASCOCU,WILLIAM M. -SHEET METAL WORKS
 WILLIAM M VASCOCU     SHEET METAL WKR         1670 CHOTWA                     YES    NO     NO      NO      *  NO    NO   NO    NO
                                                                          356-4571   CLAIBORNE ELEMENTARY
184   TRANSPORT, COMM, AND UTILIT             COMET DISTRIBUTION       SERVICES INC.
 CHARLES A WHITE       OFFICER OWNER           2750 PHLOX AVE                  YES    YES    YES     YES     *  NO    YES  YES   NO
                                                                          343-9554   AUDUBON ELEMENTARY        INTERVIEW-OBSERVATION
184   TRANSPORT, COMM, AND UTILIT             LA STATE UNIVERSITY
 PAUL MANASSEH         SPRTS INFO WRTR         LSU                             YES    NO     NO      NO      *  NO    NO   NO    NO
                                                                          388-8226   WALNUT HILLS ELEMENTARY   INTERVIEW-OBSERVATION
184   TRANSPORT, COMM, AND UTILIT             SOUTH CENTRAL BELL
 NETTIE F ANTONUTTI    TRAFFIC MGR             3115 DEE ST                     YES    NO     NO      NO      *  NO    YES  YES   NO
                                                                          383-1607   BATON ROUGE HIGH          INTERVIEW-OBSERVATION
280   TRANSPORTATION EQUIPMENT                POLK CHEVROLET
 RODNEY O HENDRICK     GEN MANAGER             8505 FLORIDA BLVD.              YES    NO     NO      NO      *  NO    YES  YES   NO
                                                                          926-4600
845   TRANSPORTATION EQ PAINTERS              MCKINLEY HIGH
 JAMES WHITE           INSTRUCTOR              800 EAST MCKINLEY               YES    NO     NO      NO      *  NO    NO   NO    NO
                                                                          343-7013   ALSEN ELEMENTARY          INTERVIEW-OBSERVATION
905   TRUCK DRIVERS, HEAVY                    EXXON
 JOSEPH O MEYER        TRUCK DRIVER            EXXON REFINERY                  YES    NO     YES     YES     *  NO    YES  YES   NO
                                                                          359-7561   MAYFAIR ELEMENTARY        OBSERVATION ONLY
```

```
DATE  8/30/74                       RESOURCE PERSONS LISTING ARRANGED ALPHABETICALLY BY CAREER FIELDS

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RESOURCE PERSON        PRESENT POSITION   COMPANY NAME                           *INFO*VISUAL* MATER.*MATERIAL* *DEMO* DISC* TALK*OTHR
                                           COMPANY ADDRESS              PHONE          SCHOOL NAME                 ARRANGEMENTS

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 ADRIAN E KAISER JR    PRESIDENT           4820 NORTH ST                         YES    NO    YES    YES    * YES   YES    NO   YES
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 JACQUELINE M BROWN    TYPIST - STENO      GULF STATES RD PO BOX 341             YES    NO    YES    YES    *  NO   YES   YES    NO
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 A JACKSON PERRAULT    CONSULTING ENG      1966 DALLAS DR                        YES    NO     NO     NO    *  NO    NO    NO    NO
                                                                        926-7760
018  SURVEYORS, N.E.C.                   BROWN & BUTLER
 RUTH C SESSIONS       CIVIL ENGINEER      1225 NICHOLSON DR.                    YES    NO     NO    YES    * YES    NO   YES    NO
                                                                        344-3782                               INTERVIEW-OBSERVATION
018  SURVEYORS, N.E.C.                   LA. STATE UNIVERSITY     CIVIL ENGR
 RAPHAEL G KAZMANN     CIVIL ENGR          L.S.U.                                YES   YES    YES     NO    *  NO   YES   YES    NO
                                                                        388-2361                               INTERVIEW ONLY
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 GRETCHEN M LAWRENCE   EMP STAFF REP       3115 DEE ST                           YES   YES    YES     NO    *  NO   YES   YES    NO
                                                                        926-8196                               INTERVIEW-OBSERVATION
212  TELLERS                             AMERICAN BANK
 ARTON A BERTRAND      CASHIER             2531 PLANK ROAD P.O. 591              YES    NO    YES    YES    * YES   YES   YES    NO
                                                                        357-0641                               INTERVIEW-OBSERVATION
212  TELLERS                             FIDELITY NATIONAL BANK
 EDDIE JOHNSON         TELLER              440 RIVERSIDE MALL                     NO    NO     NO     NO    *  NO    NO    NO    NO
                                                                        348-2171    BATON ROUGE HIGH           INTERVIEW-OBSERVATION
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                                                                        926-4600
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905  TRUCK DRIVERS, HEAVY                EXXON
 JOSEPH O MEYER        TRUCK DRIVER        EXXON REFINERY                        YES    NO    YES    YES    *  NO   YES   YES    NO
                                                                        359-7561    MAYFAIR ELEMENTARY         OBSERVATION ONLY
```

SAMPLE PAGE FROM THE _PORT_ _OF BATON_ _ROUGE_ UNIT

LESSON 12: Making Job Applications

Objective:

After researching information relating to jobs in the water transportation industry, students will make application for a specific job in some area of water transportation. They will:

a. fill out an Application For Employment Form
b. write a letter of application for the job they choose
c. obtain a letter of reference from a student in the class

Skill Development:

Students will develop skills in following written instructions on a form.

Students will develop skills in writing short descriptions of themselves.

Students will have the opportunity to assess their own skills.

Students will develop skills in writing business letters.

Materials:

1. Student Worksheet X: Application For Employment Form

2. Student Information Sheet IV: Instructions for writing a letter of application and instructions for writing a business letter.

Procedure:

1. Explain that this is a learning session so that students will know how to make formal application for a job. At a later time in the unit there will be jobs available that they will want to apply for, and they must be skilled in the proper technique.

2. Hand out Application for Employment Forms and determine whether you want them filled out in ink or pencil. Specify.

3. Ask students to write a letter of application for some job they have researched or heard about in the oral reports. They must sell themselves in their letters. All business must be in ink, addressed to the teacher at the school and neatly folded.

Note: Give the students as much help as they need with this lesson. It is hoped that they will feel quite comfortable about working without help when they make application for a job they want to do when you prepare to build the classroom museum.

Appendix E

Job Observation Sites

APPENDIX E

Job Observation Sites

American Bank and Trust Company
American Career College
Barber Johnson Engineers
Baton Rouge Vocational-Technical
Bert's Cameras-Sherwood
Borden Chemical, Geismar, La.
Capital Building & Loans
Carpenters - Parents took their children to work with them
Clegg's Nursery
Day Care Nursery
Eckerd's Drugs - Sherwood South
Executone Intercom and Telephone Systems
Exxon
Gaudin's Equipment Company
Goodwood Animal Hospital
Hart's Landscaping and Florist
IBM Corporation
Jerry's Lawn Mower Service
Kroger - Sherwood
L.S.U.
Dr. Lowery - Museum of Natural Science
Magnovox - Sherwood Forest Branch
Merrill, Lynch, Pierce, Fenner, and Smith, Inc.
Model School
Sherwood Forest Animal Hospital
State Times
U. S . Conservation Service
WAFB T.V.
WBRT T.V.
WBRZ T.V.
Werlein's Music
Wildlife & Fisheries Commission
Winfield, Lucas - Interior Decorator
WJBO Radio Station
Women's Hospital

EVALUATION REPORT
Project No. V361036L
Grant No. OEG-0-73-2972

Research and Development Project in Career Education

Conducted Under
Part C of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

By
Dr. Dean D. Andrew
Educational Planning and Evaluation Services
P. O. Box 589
Magnolia, Arkansas 71753

November 29, 1974

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PROGRAM DESCRIPTION

I. BACKGROUND INFORMATION

Research concerning education and the society forced the attention of those who were most concerned with the welfare of our nation to give attention to some very disturbing facts. Among them were the following:

A. An extremely high school drop-out rate.

B. The traditional curriculum has emphasized preparation for college; however, only 20 percent of the jobs in the United States require a baccalaureate degree.

C. Colleges and universities are currently graduating more students than there are jobs for these graduates.

D. Unemployment in the United States is a major problem. (Unemployment among teenagers is approximately five times higher than it is for adults.)

E. Approximately 2.5 million students exit from the formal education system each year without adequate career preparation.

F. Training programs existing outside the school structure are extremely costly.

G. The influx of women and black workers into the labor market will require expanding training opportunities.

H. A solution to underemployment is a mounting issue.

I. The increase in welfare recipients requires more tax dollars.

J. In 1970, only about one student out of six was enrolled in occupational preparation.

With these facts in mind, the United States Commissioner of Education, at that time, Dr. Sidney P. Marland, committed the entire nation to the job of refocusing and revitalizing the educational system. It was hoped that through the efforts of what has been termed Career Education students would leave the school system prepared to live more fruitful and rewarding lives than they have been in the past. Career Education, as most experts perceived it, should equip every student who leaves the school system to (1) take a job; (2) enter a non-baccalaureate program; or (3) enter a baccalaureate program.

Career Education, was to become a part of the student's learning from the moment he entered school, and was to be a part of the curriculum for all students. Relating reading, writing, arithmetic and other subjects to the varied ways in which adults live and earn a living, Career Education is a lifelong learning process beginning in early childhood and continuing throughout the adult years. It brings the school, home, family, and business community together to help the student learn how to become a productive member of society. Career Education involves private and public employers and labor organizations in the educational process. It stresses skills, knowledge, and attitudes necessary for both successful employment and a satisfying, meaningful life.

In line with the research findings, and the commitment of Commissioner Marland, the Louisiana State Department of Education in 1972 began to develop and implement a State Career Education Model. To assure the efficiency and effectiveness of this model in meeting the unique needs of each parish in the state, the model was to be developed, tested, and demonstrated in an urban parish, in a rural-becoming-urban parish, and in a rural parish. East Baton Rouge Parish was selected to be the urban parish and monies from Section 131(a) of Part C funds of Public Law 90-576 were approved for this purpose. The grant period was from June 1, 1973 to November 30, 1974

East Baton Rouge parish is an urban parish with a population of about 321,400 people. Minority groups comprise approximately 33 percent of the population. While the parish has a substantial proportion of middle income families, approximately 18 percent (12 percent are black, 6 percent are white) have incomes below the poverty level. The parish's economy is diversified with government, trade-wholesale and retail, services, contract construction and chemicals/petroleum products providing the five areas of greatest employment. Approximately 5.7 percent (i.e., 10,000) of the labor force of 174,800 are unemployed.

In the East Baton Rouge Parish Public School System there are 78 elementary schools, 34 junior-senior high schools, and two adult learning centers, enrolling 67,000 students. Thirty-eight percent of this pupil enrollment is black. There are also some 1,029 dropouts reported from schools in the parish. This system employes 3,299 classroom teachers. The racial composition of teachers varies from 30-40 percent black at each school with a parish total of 35 percent black. Louisiana State University, Baton Rouge Campus, has an enrollment of 23,000 with 4,500 faculty members and supportive staff. Southern University in Baton Rouge has an enrollment of 8,400 students and 1,253 faculty and supportive staff. In East Baton Rouge Parish the vocational-technical schools have the following student to staff compositions: Baton Rouge Vocational-Technical School has an enrollment of 528 day and 1,457 evening students with

34 day and 60 evening instructors and one guidance counselor. Capitol Area Vocational School has 106 day and 77 evening students with 14 instructors and staff.

The purpose of this evaluation report is to present a description of the Urban Model Career Education Program and to present the evaluation findings showing the extent that the program achieved its objectives.

II. IDENTIFICATION AND DESCRIPTION OF PROGRAM VARIABLES

The program variables consist of the personnel involved in the program, the process by which the program activities were implemented and operated, and the behavioral changes to be elicited from the participants. These variables for the East Baton Rouge Model Career Education Program will be described in the sections to follow.

A. The Personnel Variables

The personnel involved in the program were the students, teachers, administrators, counselors, project staff, other specialists, and community members.

1. Students. The students involved in the East Baton Rouge Parish Career Education Program consisted of students enrolled in the classes of teachers that participated in the 1973 summer Career Education training program. The students will be described by groups; namely: elementary, grades K-6, junior high school, grades 7-9, senior high school, grades 10-12, and post high school, grades 13-14. Table 1 presents some characteristics of elementary students involved in the Career Education Program. These students were enrolled in 40 different schools and were being instructed by 53 different teachers.

A total of 1,528 elementary students participated in the Career Education Program. Of the total group the participants were nearly equally divided between boys and girls and between white and black students. There was considerable variation in sex and race distribution between grades. More students per grade level participated at the intermediate level than at the primary level. The achievement level of the participating elementary students range from the above average to the below average with a predominance of the latter.

Table 1: THE COMPOSITION OF THE ELEMENTARY STUDENTS INVOLVED IN THE EAST BATON ROUGE CAREER EDUCATION PROGRAM

Grade	Male		Female		Black		White		
	No.	%	No.	%	No.	%	No.	%	Total
K	72	60.50	47	39.50	32	26.89	87	73.11	119
1	104	49.06	108	50.94	119	56.13	93	43.87	212
2	72	54.54	60	45.46	39	29.54	93	70.46	132
3	89	55.97	70	44.03	76	47.80	83	52.20	159
4	134	47.86	146	52.14	116	41.43	164	58.57	280
5	123	48.23	132	51.77	163	63.92	92	36.08	255
6	192	51.75	179	48.25	222	59.84	149	40.16	371
TOTAL	786	51.44	742	48.56	767	50.20	761	49.80	1,528*

***One additional Special Education TMR class with 11 students was also involved.**

All the students in the parish in grades 7-9 were involved in the Career Education Program, as all students were involved in mini-guidance units presented by the counselors. In addition to participating in the mini-units, selected junior high school students participated in exploratory courses in World of Construction and World of Manufacturing. Other junior high school students participated in studying a special career unit on the Port of Baton Rouge, and others in a group guidance unit. Table 2 presents some descriptive information about the junior high school students involved in the East Baton Rouge Career Education Program.

Table 2: THE COMPOSITION OF THE JUNIOR HIGH SCHOOL STUDENTS, GRADES 7-9, INVOLVED IN THE EAST BATON ROUGE CAREER EDUCATION PROGRAM

	Male		Female		Black		White		
Career Area	No.	%	No.	%	No.	%	No.	%	Total
World of Manufacturing	188	100.00	0	0	64	34.00	124	66.0	188
World of Construction	583	100.00	0	0	279	47.86	304	52.14	583
Group Guidance	40	48.19	43	51.81	10	12.05	73	87.95	83
Port of Baton Rouge	68	47.22	76	52.78	34	23.61	110	76.39	144
MINI-UNITS									
Grade 7	2,767	51.86	2,569	48.14	2,083	39.04	3,253	60.96	5,336
Grade 8	2,645	50.37	2,606	49.63	2,094	39.88	3,157	60.12	5,251
Grade 9	1,589	48.49	1,688	51.51	915	27.92	2,362	72.08	3,277

A total of 13,864 junior high school students participated in the mini-guidance units. A little over one-half of these students were female and approximately 72 percent were white. Seven hundred and seventy-one students participated in the exploratory courses of "World of Manufacturing" and "World of Construction." These were all boys who were predominately white. There were 144 eighth grade students enrolled in the social studies classes using the experimental unit on the "Port of Baton Rouge." These classes were composed of nearly equal percent of boys and girls, but the racial composition was approximately 75 percent white. Students in Woodlawn Junior High School were allowed to choose a nine-week elective in group guidance. Eighty-three students chose to do so. Approximately 52 percent were female and nearly 88 percent were white.

The achievement level of the junior high school students ranged from above average to below average. Nearly one-half of the students fell in the lower quartile on standardized tests indicating that, as a whole, the students are below average.

Students in grades 10-12 participating in the Career Education were enrolled in various career preparatory courses. All of these courses were taught at the 11th and 12th grade level with one exception. One electronic class was taught at the tenth grade level. Table 3 presents descriptive information concerning these students.

Table 3: THE COMPOSITION OF THE SENIOR HIGH SCHOOL STUDENTS, GRADES 10-12, INVOLVED IN THE EAST BATON ROUGE CAREER EDUCATION PROGRAM

	Male		Female		Black		White		
Career Area	No.	%	No.	%	No.	%	No.	%	Total
Health Careers	5	20.83	19	79.17	3	12.50	21	87.50	24
Child Care	0	0.00	21	100.00	7	33.33	14	66.67	21
Home Construction	52	100.00	0	0.00	4	7.69	48	92.31	52
Electronics	22	100.00	0	0.00	8	36.36	14	63.64	22
Machine Maintenance	18	100.00	0	0.00	1	5.56	17	94.44	18
Welding	56	100.00	0	0.00	0	0.00	56	100.00	56
TOTAL	153	79.27	40	20.73	23	11.92	170	88.08	193

A total of 193 students were enrolled in the career preparatory courses in grades 10-12. Nearly 80 percent of the students were male and 88 percent were white. There were twice as many classes offered that boys normally take than the number offered that girls normally take. The majority of the students enrolled in these courses were considered average in their school achievement by their teachers.

A number of 13th and 14th grade students were enrolled in job related training programs during the 1973-74 program year. Table 4 presents descriptive data about these students.

Table 4: THE COMPOSITION OF THE STUDENTS ENROLLED IN THE JOB RELATED TRAINING PROGRAMS, GRADES 13-14

	Male		Female		Black		White		
Career Area	No.	%	No.	%	No.	%	No.	%	Total
Electronics	26	100.00	0	0.00	5	19.23	21	80.77	26
Office Occupations	1	3.85	25	96.15	18	69.23	8	30.77	26
Welding	17	100.00	0	0.00	5	29.41	12	70.59	17
Auto Mechanics	22	100.00	0	0.00	20	90.91	2	9.09	22
Air Conditioning and Refrigeration	19	100.00	0	0.00	16	84.21	3	15.79	19
TOTAL	85	77.27	25	22.73	64	58.18	46	41.82	110

A total of 110 students were enrolled in the various job related training programs. Seventy-seven percent of these were male and 58 percent were black. The majority of the students were considered by their teachers as average or above average in achievement.

2. Teachers. There are a total of 53 teachers involved in the Career Education program. Each teacher is involved in at least one of six stages of Career Education. The stages are Career Awareness (grades K-3), Career Motivation (grades 2-6), Career Exploration (grades 5-9), Tentative Career Decisions and Career Exploration (grades 8-10), Acquisition of Career-Entry Skills and Career Exploration (grades 9-14). The following table shows the sex, race, training, and experience distribution of the teachers in the program.

Table 5: THE COMPOSITION OF TEACHERS INVOLVED IN THE EAST BATON ROUGE CAREER EDUCATION PROGRAM

Component	Grades	Number of Schools	Number of Teachers	Sex		Race		No. With BS or BA	No. With MS, ME or MA	Average Years of Experience
				M	F	B	W			
Elementary	K-6	40	53***	7	46	24	29	24	29	11.23
Junior High School	7-9	10	11**	8	3	4	7	6	5	7.73
High School	10-12	5	7	5	2	0	7	4	3	11.57
Job Related	13-14	2	7*	6	1	3	4	4	3	13.00
Total	K-14	57	78	26	52	31	47	38	40	11.60

*One person was a job placement counselor.
**One person is the group guidance teacher.
***Six participating teachers were not involved in summer training program.

3. Administrators. There were a total of 45 principals involved in the Career Education Program. Eighty-four percent of the principals were male while 64 percent were white. The principals had an average of 26 years of experience. Table 6 shows the sex, race, training, and experience distribution of the principals in the program.

Table 6: THE COMPOSITION OF THE ADMINISTRATORS INVOLVED IN THE EAST BATON ROUGE PARISH CAREER EDUCATION PROGRAM

Component	Grades	No. of Schools	No. of Principals	Sex		Race		Degree			Average Years of Experience
				M	F	B	W	Master	Master + 30	Specialist	
Elementary	K-6	14	14	7	7	8	6	5	8	1	23.64
Junior High	7-9	16	16	16	0	4	12	2	13	1	26.31
High School	10-12	15	15	15	0	4	11	3	11	1	28.07
TOTAL	K-12	45	45	38	7	16	29	10	32	3	26.07

4. Counselors. There were a total of 67 counselors involved in the Career Education Program. Approximately 45 percent of the counselors were located in the elementary schools. This is an exceedingly high number of counselors available in the elementary schools. Of the 67 counselors, 70 percent were females while 61 percent were white. Table 7 shows the sex, race, training, and experience distribution of the counselors in the program.

Table 7: THE CHARACTERISTICS OF THE COUNSELORS INVOLVED IN THE EAST BATON ROUGE PARISH CAREER EDUCATION PROGRAM

Component	Grades	No. of Schools	No. of Counselors	Sex		Race		Degree			Average Years of Experience
				M	F	B	W	Bachelor	Master	Master + 30	
Elementary	K-6	30	30	4	26	16	14	0	8	22	16.03
Junior High	7-9	16	24	9	15	7	17	0	6	18	17.08
High School Placement	10-12	13	13	7	6	3	10	1	3	9	16.00
TOTAL	K-12	59	67	20	47	26	41	1	17	49	16.40

5. Project Staff. The project staff played a vital role in the operation of the Career Education Project. A total of 14 people, including secretarial and clerical personnel, were involved at some time during the life of the project. The following table provides information about the project staff.

Table 8: THE CHARACTERISTICS OF THE PROJECT STAFF INVOLVED IN THE EAST BATON ROUGE PARISH CAREER EDUCATION PROGRAM

Name	Date of Employment Termination Date	Position	Sex M	Sex F	Race B	Race W	Degree	Yrs. of Experience
Tom Miller	Jan., 1973	Site Co-ordinator	X			X	M&30+	15
Patricia McCoy	Jan., 1973	Research Writer		X		X	Ph.D.	14
Wayne Berry	July, 1973	Media Spec.	X			X	M.Ed.	9
Sadie Bodden	Aug., 1973	Research Helping Teacher		X		X	M&30+	19
Jannie Cox	Aug., 1973	Helping Teacher		X	X		M.Ed.	25
William Whitfield	Jan., 1973 to Aug., 1973	Health Investigator	X			X	MSW	1 in Edu. Several in others
Lillie Gallagher	Jan., 1973 Aug., 1973	Research Ass't		X		X	B.S.	Same as above
Brenda Lewis	Jan., 1973 Aug., 1973	Secy.		X	X		B.S.	1 yr. Secy. 2 Teaching
Peggy Weldon	Aug., 1973	Secy.		X		X	B.S.	2 Teaching Secretary
Linda Thompson	Aug., 1973 June, 1974	Typist		X		X	H.S.	7 yrs. Clerical
Ruth Brown	June, 1974	Secy.		X	X		3 yrs. College	7
Gwen Williams	Jan., 1974 June, 1974	NYC Worker		X	X		H.S. Student	0
Doris Hardy	June, 1974 Aug., 1974	NYC Worker		X	X		H.S. Student	0
Lester Badeaux	Jan., 1973	Placement Counselor	X			X	M&30+	26

6. Other Specialists. A total of 46 resource consultants were used in the Career Education Project. The qualifications of these resource people varied from being a high school graduate to an earned doctorate degree. Many were used in the project to provide specific services at a specific time. The following tables provide information about the resource consultants and their use in the project.

Table 9: THE POSITIONS, TRAINING, AND SERVICES PROVIDED BY RESOURCE CONSULTANTS USED IN THE CAREER EDUCATION PROJECT

NAME	SCHOOL ASSOC.-- POSITION	DEGREE	USE IN PROJECT
Dr. Raymond Floyd	Sou. University Prof. of Ed.	Ph. D.	1973 Elem. A/M W/S & classroom observation for C.E. unit implementation
Dr. Henderson Dobbins	Southern University Prof. of Education	Ph. D.	Same as above
Dr. Tom Collingwood	L.S.U. Ass't Prof. of Ed.	Ph. D.	1973 Role-Playing A/M W/S H.S. group processes
Nita Rossman	VITAL Career Infor. Center	B.S.	Writing Workbriefs
Shirley Benton	Sunday Advocate News Reporter	B.A.	Wrote Material for Voc. Ed. Component
Dr. Bill Smith	L.S.U. Prof. of Education	Ph.D.	Port of B.R. Project
Josie Young	VITAL Career Infor. Center	H.S. Grad.	Coding R*I*C*E Infor. for Data Processing
Lillie Gallagher	L.S.U. Graduate Student	M.S.	Development of: 1. Career Education Infor. Dissemination System 2. Expanded Community Contacts 3. Career Education News Articles
Mike Hill	Student, L.S.U. Law School	B.A.	Narration of C. E. Orientation Tape to accompany Slides
Dr. Vince	L.S.U., Prof. of Indus. Ed.	Ph.D.	To develop in-service Prototypes to assist elementary Hands-on Tool experience. Assist in Spring W/S
Dr. Philip Hansen	Same as above	Ph.D.	Same as above

NAME	SCHOOL ASSOC.-- POSITION	DEGREE	USE IN PROJECT
Roland Daigre	Exxon		Narrated tape for Voc. Ed. Component
Geraldine Corley	E.B.R.P. Sch. Bd. Elem. Counselor	M.S.	Prepare Elem. C.E. units for use within the parish.
Ethel Coleman	Same as above	M.S.	Same as above
Ethel Harvin	Same as above	M.S.	Same as above
Mary Hair	L.S.U. Doctoral	M.S.	Edit Elem. C.E. units
Mary Theriot	Free Lance Artist	B.S.	Develop artwork for C.E. Publication
Linda Avery	Centenary College Student	H.S.	Simulation of Port material artwork for Resource Book.
Linda Thompson	E.B.R.P. Sch. Bd. Sub. Secretary	H.S.	Typing of C.E. Elem. units.
Paul Neuenswander	E.B.R.P. Sch. Bd. Data Processing		Data Processing for R*I*C*E Directory
Thomas Vanlangendonck	Same as above		Same as above
Dorothy Paxton	VITAL Career Infor. Center		Condensing Occupational Infor. for Banking Public Utilities units.
Mary Beth Frazier	E.B.R.P. Sch. Teacher	B.S.	Combine and Coordinate speech units for Resource Guide.
Dr. Tom Nevitt	U.S.L. Prof. Lafayette, La.	Ph.D.	Compile Evaluation Research
Dr. Gordon Miller	CEEB	Ph.D.	Conduct W/S Decision-Making Process Jr. & Sr. H.S. Counselors & selected secondary English Teachers
Janice Jenkins	College Student		Packaging Elementary Workshop Materials

NAME	SCHOOL ASSOC.--POSITION	DEGREE	USE IN PROJECT
Leola D. Washington	Sou. Univ. Teacher Corps	M.S.+30	C.E. W/S Program Presenter--Elem. Group
Clarence M. Collier	E.B.R.P. Sch. Bd. Supervisor	M.S.+30	Same as above
Betty Kracht	E.B.R.P. Sch. Bd. Teacher	M+30	1974 C.E. W/S Resource Teacher
Curtis Auzenne	Same as above	M+30	Same as above
Sandra Bullock	Same as above	B.A.	Same as above
Frank McCray	Same as above	M.E.	Same as above
Beverly Williams	Same as above	M.E.	Same as above
Bobby Scott	Same as above	M.E.	Same as above
Henrietta McArdle	E.B.R.P. Sch. Bd. [illegible]	M+30	Developed Resource [illegible]
Kathryn [illegible] Jenkins	Same as above	M.E.	Same as above
Genevieve S. [illegible]	E.B.R.P. Sch. Bd. [illegible]	M+3[illegible]	Same as above
Ulysses Joseph	E.B.R.P. Sch. Bd. Teacher	M.E	Consultant for Math Project
Sherrie Drascher	Same as above	B.A.	Consultant for Science Project
Flavie Wright	Same as above	B.S.	Same as above
Beverly Johnson	Same as above	B.S	Same as above
Ruth [illegible]	Same as above	B.S	Same as above
Kathy [illegible]	Same as above	B.A	Same as above
Judy Ostervold	Same as above	B.S.	Consultant for Math Project
Susie Singleton	Same as above	B.S.	Same as above
Phillipa Hurley	Same as above	B.A.	Same as above

7. Resource Individuals for Career Education - R*I*C*E. The Career Education Project used a number of community people as resource speakers. A resource person's directory was developed which contained a list of community volunteers who were willing to talk with students about their work or hobby. A sample page from this directory, which will be used extensively during the 1974-75 school year, is found in the Appendix.

8. Community Advisory Committee. A Community Advisory Committee was organized and functioned during the operation of the Career Education Project. Table 10 presents the names and addresses, and the group represented by the personnel on the Community Advisory Committee.

Table 10: THE NAMES, ADDRESSES, AND GROUP REPRESENTED BY MEMBERS OF THE CAREER EDUCATION COMMUNITY ADVISORY COMMITTEE

Mr. Thomas L. Miller, Coordinator
Cooperative Career Education
East Baton Rouge Parish School Board
1050 South Foster Drive
Baton Rouge, Louisiana

Mr. Edgar B. Aucoin, Principal
Tara High School
9002 Whitehall
Baton Rouge, Louisiana

Mrs. B. Shamlin, Counselor
McKinley Junior High School
402 Starring Lane
Baton Rouge, Louisiana

Mrs. Pat Stephens, Teacher
McKinley Senior High School
617 W. Brook
Baton Rouge, Louisiana

Mrs. Elizabeth Acree, Parent
6809 Goodwood Avenue
Baton Rouge, Louisiana

Mr. Robert J. Aertker
Superintendent
East Baton Rouge Parish School Board
1050 South Foster Drive
Baton Rouge, Louisiana

Mr. C.A. Purnell, Personnel Advisor
Exxon Company, U.S.A.
P.O. Box 551
Baton Rouge, Louisiana 70815

Mr. James R. McDowell, President
B.R. Oil & Chemical Workers Union
860 Airline Highway
Baton Rouge, Louisiana 70815

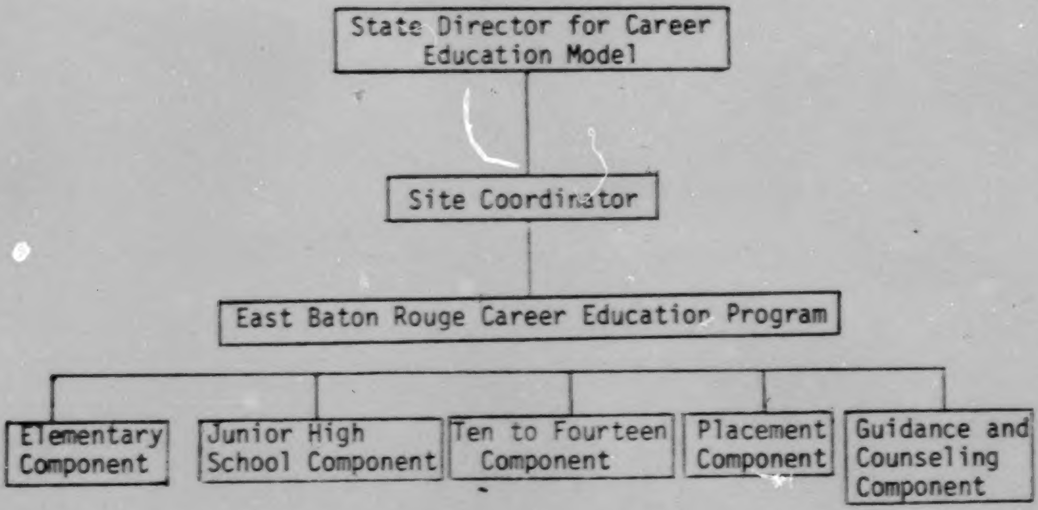
Miss Julie Nicholle
Student Representative
2221 Hood Avenue
Baton Rouge, Louisiana
Lee High School

Honorable Kevin P. Reilly, State Representative
68th Congressional District
Lamar Advertising Company
375 North Foster Drive
Baton Rouge, Louisiana 70806

B. The process variables in the East Baton Rouge Career Education Program are the organization, project activities, facilities, and budget. They are described below.

1. Organization. The overall administration of the project was under the direction of Dr. Gertrude Enloe in the Louisiana Department of Education as the grant award was made to the State Education Agency. Since East Baton Rouge was selected to administer the grant, the administration of the project activities was conducted at the project site, under the supervision of the Superintendent of the East Baton Rouge Parish Schools. The local site coordinator was Mr. Thomas Miller. He was assisted by a research writer, a media and materials specialist, a research helping teacher, and an elementary helping teacher.

   The program is composed of five components: (a) Guidance and Counseling Component; (b) Elementary Component; (c) Junior High School Component; (d) Ten to Fourteen Component; and the (e) Placement Component. The figure below represents the organizational structure of the program.


State Director for Career Education Model
Site Coordinator
East Baton Rouge Career Education Program
Elementary Component
Junior High School Component
Ten to Fourteen Component
Placement Component
Guidance and Counseling Component

2. Program Activities. The Career Education Program will be described by components.

a. Program Activities in the Counseling and Guidance Component

The activities implemented in this component were directed toward increasing school staff members awareness of career achievement skills. These skills are

(1) Intrapersonal Skills - skills that will enable the student to explore his own personal world, to understand who he is and to act so as to develop his personal human resources, to increase self-awareness and self-expression.

(2) Interpersonal Skills - skills that will enable the student to relate effectively, to live effectively with others, to help others achieve career success.

(3) Problem Solving Skills - skills that will enable the student to make decisions effectively, for himself and for those he helps.

(4) Program Development Skills - skills that will enable the student to develop a sequence of steps to follow that will lead him or someone he is helping, to a specific goal.

The following activities were conducted in the Counseling and Guidance Component:

PROGRAM ACTIVITIES

Component	Activities
Guidance and Counseling	1. Summer and pre-summer workshops for teachers, counselors, and administrators including the following: a. An initial career awareness motivation workshop held in February, 1973. b. A career awareness workshop for elementary school principals, counselors, and teachers held in June, 1973. c. An occupationally oriented curriculum workshop for high school teachers and counselors held in July, 1973.

Component

Guidance and Counseling

- d. A principal-staff preschool workshop held in August, 1973.
- e. A Louisiana State Department of Education sponsored in-service workshop held in August, 1973.
- f. Career awareness workshops for resource teachers, elementary teachers, and elementary principals held in June, 1974.

2. Various workshops and training activities held during the 1973-74 and 1974-75 academic year including the following:
    - a. Elementary tools workshop held during the second semester 1973-74. A second tools workshop is being held during the first semester 1974-75.
    - b. Faculty studies on Career Education held in individual schools.
    - c. Implementation follow through training by staff in individual schools.
    - d. Training sessions held with principals and counselors held in individual schools.
    - e. Workshop with junior high school teachers on tying in Career Education to subject matter.
    - f. Workshop with senior high school teachers on tying in Career Education project material.
    - g. Career awareness workshop with the elementary teachers.

b. Program Activities in the Elementary Component

The activities implemented at this level focused on broadening the elementary students' awareness of the range of opportunities open to them in the world of work, on helping them to relate their academic life to the world of work, and in guiding them toward development of sound career goals. To provide career awareness to the elementary students, numerous career units were developed and implemented in the elementary classroom. The Career Education units followed the pattern of the typical unit but each unit contained six basic elements: (1) Each career unit was to have a subject matter tie-in with the academic subject being taught; (2) Each career unit provided occupational information about "people" and the kinds of work they do; (3) Resource persons were utilized in each career unit to tell students about their careers and their work. A sample page from the directory found in the Appendix shows the number and variety of community persons who have acted or will act as resource persons; (4) Teachers were encouraged to use role-playing in the study of a career unit. This provides simulated living experiences in a career; (5) Each career unit had hands-on activities that were conducted with children such as painting a wall, hammering nails, sawing wood, modeling clay, cooking a meal, etc. These activities involved children in manipulative skill building, usually through a cooperative effort; and (6) Students had an opportunity to become aware of community careers and resources through field trips.

Table 11 presents some of the career units developed and implemented in the East Baton Rouge Parish Career Education Program.

TABLE 11 ON FOLLOWING PAGE

Table 11: THE CAREER EDUCATION CAREER UNITS DEVELOPED IN THE EAST BATON ROUGE CAREER EDUCATION PROGRAM

Grade Level	Name of Unit
Kindergarten	All About me at Home and School
K and 1	The Dairy
1	School and Community Helpers
1 and 2	Night People
2	The Telephone
3	The Restaurant
3 and 4	Aerospace Food from Farm to Table The Papermaking Industry
4	Ornamental Horticulture Health Hospital The Bank The United States Postal Service The Electric Power Industry
5	Fishing in Louisiana The Newspaper Under the City Workers Trucking
6	Louisiana Festivals Health - Medicine The Television Station

c. Program Activities in the Junior High School Component

The program activities in this component were designed to provide career orientation and meaningful exploratory experiences for students. The following Career Education activities were conducted in the junior high school component.

(1) An excellent Career Education unit on the "Port of Baton Rouge" was developed and field tested in five sections of eighth grade social studies. The unit had 19 lessons with detailed teaching activities, audio-visual materials,

work exercise, and evaluation measures. The unit was designed to run six to eight weeks and culminated in the development of a miniature model of the "Port of Baton Rouge."

(2) The counselors and teachers arranged for certain designated junior high school students to visit job sites for gaining insight to how the "working world" relates to the education process.

(3) Career exploratory courses were offered in the "World of Manufacturing" and "World of Construction." The former course explained skills used in 82 different careers, while the latter explored skills used in 70 different industrial technology careers. Students in the seventh and eighth grades were enrolled in these exploratory courses.

(4) Following the guidance objectives set forth by the East Baton Rouge School Board, a committee formed during the summer 1973, was asked to make recommendations for guidance classes to be conducted in every secondary school. It was recommended that nine guidance classes be conducted through the academic classes. The classes or mini-units covered various educational, personnel, and career development topics. These guidance classes or mini-units were taught to all seventh, eighth, and ninth grade students during the 1973-74 school year.

(5) An experimental group guidance class was conducted by the counselor at Woodlawn Junior High School for a group of eighth grade students. These students chose the group guidance class as an elective and were enrolled in it for a nine week period. The content taught in the class covered:

(a) Orientation to school and included necessity for school regulations, accumulation of high school credits, and relating school subjects to life.

(b) Analysis of interests and abilities and included administration of Kuder Preference Inventory and the OVIS, correlation of interests with scores on these instruments, and relating interests to careers.

(d) Individual and group reports on careers.

d. Program Activities in the Ten to Fourteen Component

The program activities in this component were designed to provide participating students job preparation in a wide variety of occupational experiences for students. The following activities were conducted in this component:

(1) At the 10th-12th grade level a number of job preparation programs were offered. These were:

   (a) Health Career Program

   (b) Childcare Management Program

   (c) Trade and Industrial Program including courses in home construction, welding, electronics, and machine maintenance.

(2) A job related training program was offered to 13th and 14th grade students. This was a late afternoon training program for mature individuals. Courses in this program were directly related to the student's work or potential work. The courses taught prepared the student for entry into the job or upgraded his skills in the job he was currently working. Training was given in electronics, automobile mechanics, air conditioning and refrigeration, office occupations, and welding.

(3) Guidance classes or mini-units were also taught to students in grades 10-12. These units were taught primarily in the English class and covered such topics as orientation to school, testing, understanding self, decision-making, career planning, and preparation, etc.

(4) Local job information had been collected and placed on microfiche. Sets of microfiche were placed in the library and/or counselor's office for viewing. Students were encouraged to review the film on careers of interest to them. Each microfiche contained information about a local career. The content on the microfiche included information on (a) educational requirements of the career, (b) requirements for entry, (c) working environment, (d) skills and abilities needed in the career, and (e) school subjects related to the career.

(5) The career visitation program was also conducted in grades 10-12 where counselors and teachers would arrange for students to visit job sites. This gave the student an opportunity to gain insight on the working world and how it related to the educational process.

e. Placement Component

The program activities in the placement component were primarily directed toward gathering of follow-up information about graduates from the trades and industrial program and to assist students in the health careers, childcare management, and job related training programs to find jobs. These activities included:

(1) A follow-up study of the 1971-73 trade and industrial graduates. This was done by the guidance counselors in each of the high schools in the parish. The follow-up questionnaire contained questions about the students' employment experiences and asked his opinion of the value of his training for his job.

(2) A full-time job placement counselor was employed to help students in the job related program to find appropriate work. He was the program liaison contact between the community and the job preparation classes.

3. Facilities. The Career Education program was carried out in the regular classrooms of the school district and/or cooperating colleges. Instruction, in-service training, and counseling services did not require special facilities. The East Baton Rouge Parish had already committed considerable monies to the development and establishment of trade and industrial programs and to the career exploratory courses. Office space for the project staff was provided at the Glasgow school, a former junior high school.

4. Budget. The East Baton Rouge Parish had several sources of money for implementing their total model Career Education program. Monies came from the State of Louisiana and local monies as well as from the money provided from Part C funds of Public Law 90-576. The monies received from the latter fund was budgeted as follows.

BUDGET IS ON THE FOLLOWING PAGE

BUDGET

Budget Category	Salary	Materials/ Equipment	Travel	Total
A. Administration				
Site Coordinator	$23,500.00			
Sectetary-Clerical	13,000.00			
Travel			$1,548.00	$38,048.00
B. Instructional				
Research Writer	21,500.00			
Research Ass't	1,233.00			
Travel			1,967.00	
Supplies/Materials		$ 250.00		24,950.00
C. Guidance & Counseling				
University Professor 8500x1/5	1,700.00			1,700.00
D. Career Achievement Skills				
University Professor 8500x1/5	1,700.00			1,700.00
E. Elem. Schools				
University Prof. 8500x1/5	1,700.00			
Travel (Personnel)				
Field Trips				1,700.00
F. Junior High				
University Prof. 8500x1/5	1,700.00			
Travel				1,700.00
G. Grade 10-14				
Personnel	72,000.00			
Maintenance	600.00			
University Prof. 8500x1/5	1,700.00			
Summer Stipends	5,850.00			
Supplies/Materials		1,300.00		
Utilities		3,000.00		
Phone		50.00		
Postage		50.00		
Travel			2,000.00	86.550.00

BUDGET CONT'D ON NEXT PAGE

Budget cont'd

Budget Category	Salary	Materials/ Equipment	Travel	Total
H. Placement				
Career Education	1,400.00			
Travel			600.00	
Supplies/Materials		600.00		2,600.00
I. Subcontract for 3rd Party Eval.	5,000.00			5,000.00
J. Indirect Cost	16,300.00			16,300.00
K. Expended Voc-Tech School June 1973	8,375.89	1,624.11		10,000.00
TOTALS	$177,258.89	$6,874.11	$6,115.00	$190,248.00

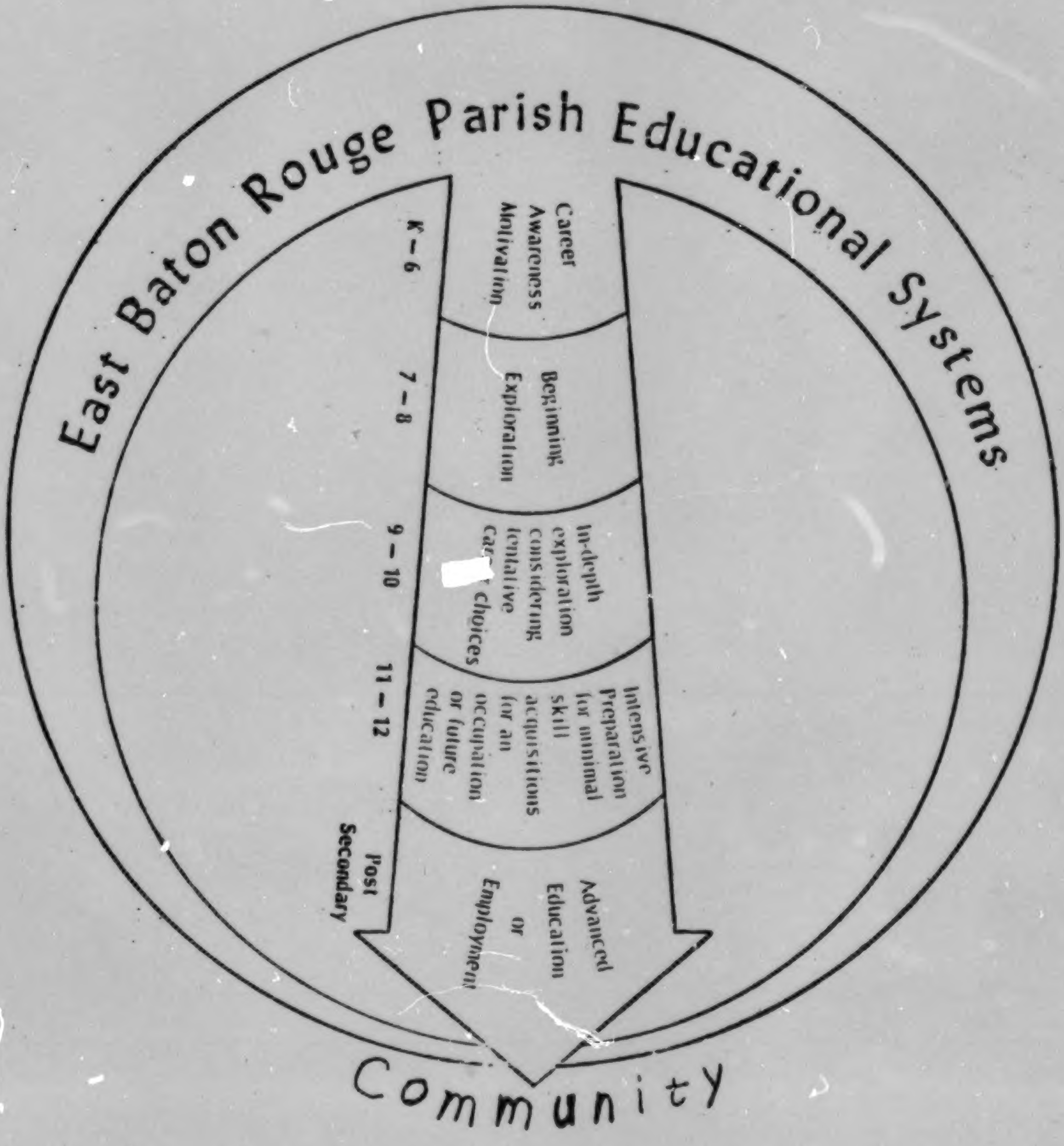
B. The behavioral variables of concern in the Career Education Program are in both the cognitive and affective domains. The cognitive variables include (1) students knowledge of occupations, decision-making skills, and job skills, (2) student's application of career achievement skills, work habits, and interpersonal skills, (3) teacher's and counselor's knowledge of Career Education principles, knowledge of content of a career unit, and knowledge of follow-up skills, (4) teacher's and counselor's application of career achievement skills, placement skills, and assessment skills.

The affective variables include the student's demonstration of a positive self-concept, and improving their positive responses to guidance concepts.

III. PROGRAM OBJECTIVES

A. Career Education Philosophy of East Baton Rouge Parish

The figure below provides a visual representative of Parish Career Education Philosophy and Approach. The goals and the program objectives are presented in Sections B and C.


East Baton Rouge Parish Educational Systems
K – 6
Career Awareness Motivation
7 – 8
Beginning Exploration
9 – 10
In-depth exploration considering tentative ca[illegible] choices
11 – 12
Intensive Preparation for minimal skill acquisitions for an occupation or future education
Post Secondary
Advanced Education or Employment
Community

B. Goals of the Career Education Program

1. To provide education experiences, contributing to the natural maturation process to develop a responsible and independent adult.
2. To broaden all subject matter from kindergarten to post-secondary to relate it to career development.
3. To provide students with sufficient guidance and career information to enable them to make intelligent decisions about career choices.
4. To inform students, parents, and teachers of occupations available within the community.
5. To increase student interest in post high school training.
6. To provide guidance and counseling services designed to facilitate each student's exploring the basic questions, "Who am I?"

C. Project Objectives

1. Guidance and Counseling Component

   a. The participants in the 1973 Summer Career Education Awareness/Motivation Workshop will improve their understanding of the principles of Career Education as measured by an Assessment Inventory. It is expected that the mean post-test score will be five percent higher than the mean pre-test score.

   b. As a result of workshop experiences, the participants in the 1973 Summer Career Education Awareness/Motivation Workshop will apply knowledge of career achievement skills as indicated by the number of participants that use information contained in Career Education Awareness/Motivation Manual in the classroom. It is expected that 90 percent of the teachers that participated in the workshop will report that they have used at least five of the six elements of Career Education outlined in the manual.

   c. The participants in the 1973 Summer Career Education Awareness/Motivation Workshop will demonstrate knowledge of the content of a career unit and methods for implementing a career unit as measured by a test developed by the in-service trainer. It is expected that the mean score on the test will be 75 percent of the possible score.

d. As a result of training experience, the secondary school counselors in the project schools will demonstrate knowledge of follow-up skills necessary for next-step placement as indicated by their scores on a vocationally oriented follow-up questionnaire. It is expected that the mean score will be 70 percent of the possible score.

2. Elementary Component

a. The students in the Career Education program, grades K-6 will demonstrate knowledge of occupations as indicated by their identifying occupations from pictures and by listing occupations known to them. It is expected that:

(1) Students in grades K-6 will correctly identify 60 percent of the occupations shown to them, and

(2) Students in grades 4-6 will be able to list an average of 30 occupations.

b. The students in the Career Education program, grades 2-6 will improve their knowledge of information involved in making career decisions as indicated by their scores on the Cooperative Career Education Survey. It is expected that the mean post-test score will be five percent higher than the mean pretest score.

c. The students in the Career Education program, grades 4-6 will demonstrate a positive self-concept as measured by the Coopersmith Self-Esteem Inventory. It is expected that the mean positive score will be at least 50 percent of the possible score.

d. The students in the Career Education program, grades K-6 will demonstrate good work habits as measured by their work attitudes in the classroom. It is expected that the positive ratings received on a rating scale for school work habits will be 60 percent of the possible ratings.

e. The students in the Career Education program, grades K-6 will demonstrate application of good interpersonal skills as measured by teacher ratings. It is expected that the positive ratings received on a social skills rating scale will be 70 percent of the possible ratings.

3. Junior High School Component

a. The students enrolled in the exploratory courses will demonstrate knowledge of manufacturing and construction processes as measured by their grades in the World of Manufacturing and the World of Construction courses. It is expected that at least 75 percent of the students will receive passing grades.

b. The eighth grade social studies students studying the career unit "Port of Baton Rouge" will apply career achievement skills as indicated by the ratings of the teachers. It is expected that the mean rating will be 60 percent of the possible score.

c. As a result of participating in group guidance mini-units, students in grades 7-9 will improve their response toward the guidance concepts and program as measured by a guidance questionnaire. It is expected that the percent of positive post-test responses on the questionnaire will be at least five percent higher than the percent of positive pretest responses.

d. Eighth grade students participating in a "Group Guidance Unit" will improve their career achievement skills as measured by the Career Maturity Inventory. It is expected that the mean post-test scores on the goal selection and problem solving sections of the inventory will be statistically significantly higher than the mean pretest score.

4. Grades Ten to Fourteen Component

a. Students in the T & I, Health Careers, and Childcare Management Programs will be prepared for jobs at the entry level as indicated by teacher grades. It is expected that at least 75 percent of the students will receive passing grades in the courses.

b. Students who enroll in the post high school job-related program will be prepared for jobs at the entry level as indicated by instructor's ratings. It is expected that 75 percent of the students will receive a satisfactory rating.

c. Students in the Health Careers and Childcare Management programs will demonstrate ability to relate information about academic subjects and knowledge of self to choosing an occupation as indicated by their scores on parts I and III of the Career Maturity Inventory. It is expected that the mean score of the group will be at least 13.

5. Placement Component

a. The Career Education Project staff will demonstrate ability to assess the effectiveness of the T & I program as indicated by the completion of a follow-up study. It is ex-

expected that the follow-up study will include (a) data about students' employment experiences, (b) information about students' satisfaction with their jobs, and (c) ratings of students concerning their high school training experiences. The evaluator will use an observation checklist to verify that the follow-up study has been completed and the stated contents included in it.

b. The project staff, in cooperation with the school counselors, will demonstrate ability to apply placement skills as indicated by the number of graduating students placed in jobs, vocational-technical schools, or other post-secondary training. It is expected that 80 percent of the graduating students in the T & I, Health Careers, and Child-care Management programs will be placed.

c. The job related counselor will demonstrate ability to apply placement skills as indicated by the number of post-secondary students placed in jobs, vocational-technical schools, or other post-secondary training. It is expected that 120 of the students involved in the job related program will be placed.

IV. THE EVALUATION PLAN

The evaluation plan was designed to answer the questions: (1) Can teachers, principals, and counselors learn and apply knowledge concerning career achievement skills? (2) After participating in Career Education activities, do students manifest desirable career achievement skills? (3) Can students be adequately trained and placed in jobs at the entry level? (4) How effective are the guidance services in the Career Education program? and (5) To what extent can the program objectives be achieved in relationship to selected predetermined standards? The standards were established on the basis of experience in other Career Education programs and through discussion with the project personnel.

The evaluation design summary chart, found in the Appendix, contains the program objectives, measuring instruments, and data collection procedures.

V. EVALUATION FINDINGS

There are five components in the program, and the evaluation findings will be reported by components. In reporting the findings, the objective will be stated and then the findings will be presented. This pattern will be followed for each objective.

A. Guidance and Counseling Component

Objective 1: The participants in the 1973 and the 1974 Summer Career Education Awareness/Motivation Workshop will improve their understanding of the principles of Career Education as measured by an assessment inventory. It is expected that the mean post test score will be five percent higher than the mean pretest score.

During the summer 1973 a Career Education Workshop was held for elementary teachers, principals, and counselors. Activities conducted in the workshop were designed to increase the participants understanding of the principles of Career Education. At the beginning and at the end of the workshop an assessment inventory was administered to the workshop participants (see copy in Appendix). The assessment inventory was developed by the workshop consultant and contained a combination of cognitive and affective items on a Likert type scale. The development of the instrument was done prior to the employment of the evaluator which occurred in December, 1973. Thus the project director had to proceed on his own to develop measuring devices. To apply the results obtained from the use of the instrument in the measurement of the objective, the evaluator and the project director cooperatively reviewed the items on the inventory and determined the desired directional responses which seemed appropriate to the measurement of the objective. The items were given a weight and then scored. The results are presented in Table 12.

Table 12: THE AMOUNT OF GAIN MADE BY THE PARTICIPANTS OF THE 1973 SUMMER CAREER EDUCATION WORKSHOP ON THE ASSESSMENT INVENTORY

Test Period	Mean Score
Pretest	58.35
Post Test	60.31
Difference or Gain	1.96
Percent Gain	3.36

The data in Table 12 indicate that workshop participants made a mean gain of 1.96 or 3.36 percent on the inventory when pre-post test comparisons were made. Because the inventory was developed prior to the employment of the evaluator and because many affective statements (feelings and thinking) were included in the inventory, it seemed desirable to determine if the changes occurring in the frequency of responses were significant. Chi square is a statistical technique used to determine whether a significant change has occurred in the frequency of response between the pre and post test. The items in the inventory that seemed crucial to the concepts of Career Education were analyzed.* The following information presents these test items with a summary of the analyzed data, and comments about the data.

Test Question 1: At this time in your professional career, do you feel competent to implement career education programs for your school? (a) very competent, (b) satisfactorily competent, (c) minimally competent, (d) not sure.

	A and B Responses	C and D Responses	
Pretest Frequencies	39	40	$X^2 = 37.538$
Post Test Frequencies	73	5	

Question No. 1 provided information about the competency of the workshop participant to implement Career Education programs in the school. A significant difference was demonstrated by the participants that they felt they were more competent after the workshop than before. This, of course, is a most desired outcome for the workshop.

Test Question 4: Indicate your need at this time for assistance in developing career education programs for your students. (A) Need considerable help (B) Could use additional help (C) Do not need additonal help at this time (D) This area is not important to me at this time.

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*A consultant Dr. Tom Nevitt from the University of Southwest Louisiana provided the evaluator with the analysis.

	A and B Responses	C and D Responses	
Pretest Frequencies	56	5	$X^2 = 8.842$
Post Test Frequencies	35	15	

Question No. 4 which related to how much assistance the teacher would need in developing Career Education programs for their students resulted in a significant decrease of felt need after the participants had completed the workshop. A large increase was seen in answer to the third option of this question: "Do not need additional help at this time."

Test Question 7: How important do you consider education committees for certain school programs? (A) Very important (B) Moderately important (C) Slightly important (D) Not important

	A and B Responses	C and D Responses	
Pretest Frequencies	74	6	$X^2 = 3.606$
Post Test Frequencies	77	1	

Question No. 7 dealing with the use of education committees was thought to be important by many on the pretest. After the workshop, participant thinking on the importance changed, and all of the participants except one believed that education committees for certain school programs were important. With the large number included in the participant population this was significant at the 90 percent level.

Test Question 10: Non-school resources available for career education in your area seem to be: (A) Very adequate (B) Adequate (C) Minimally adequate (D) Not adequate

	A and B Responses	C and D Responses	
Pretest Frequencies	23	54	$X^2 = 11.639$
Post Test Frequencies	45	34	

Community or non-school resources are important in Career Education involvement. Question No. 10 looked into whether the teachers believed the non-school resources were available were adequate. On the pretest the participants did not believe the non-school resources were adequate. At the close of the workshop, it was evident to a significant degree that the majority believed these resources were either very adequate or adequate.

Test Question 12: To what extent should resources outside the school be used in Career Education Programs? (A) Extensively (B) Moderately (C) Slightly (D) Outside resources are not really necessary

	Responses		Responses		
	A	B	C	D	
Pretest Frequencies	61	18	1	0	$X^2 = 6.373$
Post Test Frequencies	68	9	0	2	

It would be expected that the responses to Question No. 12 would be similar to the responses to Question No. 10. Sixty-eight of seventy-nine participants, on the post-test, indicated that they believed that resources outside the school should be used extensively. The shift from "Moderately" on the pretest to "Extensively" on the post-test was enough to produce a chi square value which is significant at the 90 percent level.

Test Question 13: How important are career education programs at the elementary level? (A) Very important (B) Moderately (C) Slightly (D) Unimportant

	A and B Responses	C and D Responses	
Pretest Frequencies	79	1	$X^2 = 1.025$
Post Test Frequencies	77	3	

On question No. 13, in answer to "How important are Career Education programs at the elementary school level?" Workshop participants agreed that they were either "very important" or "moderately important." At the completion of the workshop nearly all agreed that Career Education on the elementary level was "very important." The difference, however, between pre- and post-test was not significant. However, on question No. 16 below as to whether it is "important at the elementary level to relate subject matter to possible career areas?", the participants differed on the pretest and post test. A significant difference was demonstrated at the end of the workshop, participants believing that it was "very important" to relate subject matter to career areas.

Test Question 16: At the elementary level how important is it to relate subject matter to possible career areas? (A) Very important (B) Moderately important, (C) Slightly important, (D) Not Important at this level

	Responses		Responses		
	A	B	C	D	
Pretest Frequencies	51	18	9	2	$X^2 = 14.272$
Post Test Frequencies	70	7	2	0	

Test Question 20: Career education should be given little emphasis until the child reaches adolescence. (A) Strongly agree (B) Agree (C) Disagree (D) Strongly Disagree

	A Responses	B Responses	C Responses	D Responses	
Pretest frequencies	0	3	44	33	X^2= 14.739
Post Test frequencies	4	1	24	51	

At the 99 percent level the participants thinking moved from "Disagree" to "Strongly Disagree" to the statement "Career Education should be given little emphasis until the child reaches adolescence." The movement was the same of the statement: "Career Education in urban areas is more important than Career Education in rural areas," (See question 29) and also the statement: "Only those students who declare themselves to be work-oriented need exposure to the career development approach." (See question 30)

Test Question 29: Career Education in urban areas is more important than Career Education in rural areas. (A) Strongly agree (B) Agree (C) Disagree (D) Strongly Disagree

	A Responses	B Responses	C Responses	D Responses	
Pretest frequencies	1	6	48	23	X^2= 6.741
Post Test frequencies	3	5	34	37	

Test Question 30: Only those students who declare themselves to be work-oriented need exposure to the career development approach.

	A Responses	B Responses	C Responses	D Responses	
Pretest frequencies	0	4	40	34	X^2= 6.542
Post Test frequencies	3	3	28	44	

From the significant change displayed by participant's answers to questions that a workshop could bring about change, it can be inferred that the workshop was indeed worthwhile. Participants evidently understood Career Education concepts more fully after participating in the workshop.

Since the grant period extended from June 1, 1973, to November 1, 1974, a second series of workshops was held during the summer, 1974. The workshop participants were elementary teachers, principals, and counselors that did not participate in the summer, 1973 workshop. From experiences gained from the 1973 workshop, the evaluator suggested that specific workshop objectives be established for the 1974 workshop and an evaluation plan be developed to determine the extent that the workshop objectives were achieved. This suggestion was followed with resource teachers only being involved in the first workshop and the other participants being involved in the second workshop.

Workshop Objective 1: **The resource teachers will be aware of competency-based teacher education as measured by a test developed by the in-service trainer. It is expected that the participants' mean score will be 70 percent of the possible score.**

Six resource teachers were involved in the first workshop with the content of the training covering various aspects of competency-based teaching as it relates to Career Education. At the end of the workshop, a knowledge test was given to the participants. The results are presented in Table 13.

TABLE 13 ON THE FOLLOWING PAGE

Table 13: A SUMMARY OF THE SCORES EARNED BY THE RESOURCE TEACHERS ON A WORKSHOP KNOWLEDGE TEST

Test Question	No. taking Test	Possible Score	Mean Score	Percent
1. Definition of competency based teacher education	6	6	6.00	100.00
2. Comparison of traditional and competency based teacher education	6	6	6.00	100.00
3. Elements of a behavioral objective	6	6	6.00	100.00
4. Functions of objectives	6	6	5.67	94.50
5. Difference between expressive and instructional objectives	6	6	6.00	100.00
6. Components of a competency teaching module	6	6	6.00	100.00
TOTAL	6	36	35.67	99.08

The data in the table show that the resource teachers did very well on the knowledge test and that the workshop objective was achieved.

Workshop Objective 2: The participating teachers will be aware of competency-based teacher education as measured by a test developed by the in-service trainer. It is expected that the participants' mean score will be 70 percent of the possible score.

The second workshop covered the same content areas as taught in the workshop for resource teachers. Sixty-four classroom teachers were involved in the workshop. Table 14 presents the results of a knowledge test given to the participants at the end of the workshop. (See copy of test in Appendix).

Table 14 : A SUMMARY OF THE SCORES EARNED BY THE TEACHERS ON A WORKSHOP KNOWLEDGE TEST

Test Question	No. taking Test	Possible Score	Mean Score	Percent
1. Definition of competency based teacher education	64	6	4.50	75.0
2. Comparison of traditional and competency based teacher education	64	6	4.66	77.7
3. Elements of a behavioral objective	64	6	4.56	76.0
4. Functions of objectives	64	6	4.59	76.5
5. Difference between expressive and instructional objectives	64	6	4.66	77.7
6. Components of a competency teaching module	64	6	4.97	82.8
TOTAL	64	36	27.94	77.6

The data in the table show that the teachers' mean score was 77 percent of the possible score. Thus, the workshop objective was achieved.

Workshop Objective 3: The participants will be able to identify activities that can be used in applying the six elements of a career education unit as indicated by the career education element assessment. It is expected that at least 80 percent of the participants will be able to correctly identify activities.

As part of the workshop, instruction was given to participants on techniques for constructing career units. Emphasis was placed on the desirability of including six basic elements in every career unit.

Each workshop participant was asked to give an example of at least one instructional activity for each of the basic elements that could be used in a career unit they were developing or had developed. The evaluator made an assessment of the appropriateness of the activities. Table 15 summarizes the results of this assessment.

Table 15 : THE NUMBER AND PERCENT OF WORKSHOP PARTICIPANTS IDENTIFYING INSTRUCTIONAL ACTIVITIES FOR EACH CAREER EDUCATION ELEMENT

Grade Level	Total No. of Teachers	Number of Elements With Appropriate Activities									
		6		5		4		3		2	
		No.	%	No.	%	No.	%	No.	%	No.	%
K	4	4	100	-	-	-	-	-	-	-	-
1	5	5	100	-	-	-	-	-	-	-	-
2	8	8	100	-	-	-	-	-	-	-	-
3	11	11	100	-	-	-	-	-	-	-	-
4	8	7	88	1	12	-	-	-	-	-	-
5	7	6	86	1	14	-	-	-	-	-	-
6	8	8	100	-	-	-	-	-	-	-	-
Other	4	4	100	-	-	-	-	-	-	-	-
TOTAL	55	53	96	2	4	-	-	-	-	-	-

The data in Table 15 show that 53 or 96 percent of the workshop participants correctly identified instructional activities for each of the six basic elements. Nearly all the participants were able to successfully complete this task. The "other" category in the grade level column included principals and counselors.

Workshop Objective 4: The participants will respond positively to Career Education concepts as indicated by their responses on a feedback questionnaire. It is expected that at least 70 percent of the responses will be positive.

A feedback questionnaire was given to the workshop participants at the end of the workshop to measure the extent that this objective was achieved. The questionnaire consisted of ten statements concerning Career Education concepts. The participants responded by indicating the extent they agreed or disagreed with the statements. Table 16 summarizes the results of the participant responses on the questionnaire.

Table 16 : A SUMMARY OF THE RESPONSES OF THE WORKSHOP PARTICIPANTS TO VARIOUS CAREER EDUCATION CONCEPTS

SA - Strongly Agree A - Agree
D - Disagree SD - Strongly Disagree

	Number and Percent of Responses							
	SA		A		D		SD	
Statement	No.	%	No.	%	No.	%	No.	%
1. Career education and vocational education are the same.	-	--	-	--	34	52	31	48
2. Career education is primarily for students planning to go to college.	-	--	1	2	13	20	51	78
3. Career education should begin when a student enters high school.	1	2	2	3	6	9	56	86
4. Career education will lower the quality of education.	1	2	-	--	15	23	49	75
5. Students can learn much from community workers	57	88	8	12	-	--	-	--
6. Out of school youth or adults have little need for career education.	-	--	2	3	29	45	34	52
7. The community is very much involved in career education.	42	65	16	25	7	10	-	--
8. Classroom teachers have no responsibility for career education.	-	--	-	--	8	12	57	88
9. If someone is out of high school and cannot find a job, it is too late for career education to help.	-	--	-	--	26	40	39	60
10. Career education activities are relevant to student needs.	53	81	11	17	1	2	-	--

In Table 16, statements numbered 5, 7, and 10 are considered positive if answered in the "strongly agree" or "agree" category. The other statements are considered positive if answered in the "disagree" or "strongly disagree" categories. Using this criteria, 635 out of 650 responses or 97.7 percent were positive on the questionnaire.

In summary, all four 1974 summer workshop objectives were achieved.

Objective 2: As a result of workshop experiences, the participants in the 1973 Summer Career Education Awareness/Motivation Workshop will apply knowledge of career achievement skills as indicated by the number of participants that use information contained in Career Education Awareness/Motivation Manual in the classroom. It is expected that 90 percent of the teachers that participated in the workshop will report that they have used at least five of the six elements of Career Education outlined in the manual.

During the workshop held during the summer 1973, participants were taught ways to apply Career Education elements in their instruction. These Career Education elements consisted of (1) hands-on activities, (2) subject matter tie-in with Career Education information, (3) utilizing resource people to present career information, (4) career field trips, (5) use of role playing in teaching careers, and (6) directly teaching career information. It was desired that workshop participants would apply these elements in their classroom instruction during the 1973-74 school year. To determine if this occurred, the participating teachers were asked to submit an end-of-the year report. This report requested that the teachers identify a career unit they taught during the year and give an example of an instrucitonal activity they used for each of the Career Education elements. An analysis of these reports provided evaluation data for determining whether this objective was achieved. Table 17 summarizes the results of the analysis.

TABLE 17 IS ON THE FOLLOWING PAGE

Table 17 : THE NUMBER AND PERCENT OF TEACHERS INVOLVED IN THE CAREER EDUCATION PROGRAM APPLYING CAREER EDUCATION ELEMENTS IN PRESENTING A CAREER UNIT

Grade Level	Total No. of Teachers	Number of Elements with Appropriate Activities									
		6		5		4		3		2	
		No.	%	No.	%	No.	%	No.	%	No.	%
K	4	4	100	-	--	-	--	-	--	-	--
1	5	5	100	-	--	-	--	-	--	-	--
2	5	4	80	1	20	-	--	-	--	-	--
3	9	5	56	3	33	1	11	-	--	-	--
4	11	10	91	--	--	1	9	-	--	-	--
5	10	4	40	5	50	1	10	-	--	-	--
6	15	10	67	5	33	-	--	-	--	-	--
Other	13	12	92	1	8	-	--	-	--	-	--
TOTAL	72	54	75	15	21	3	4	-	--	-	--

The information in Table 17 show that 54, or 75 percent, of the teachers appropriately applied all six Career Education elements. Another 21 percent appropriately applied five of the six elements. Thus 96 percent achieved the desired criteria of the objective.

Objective 3: **The participants in the 1973 Summer Career Education Awareness/Motivation workshop will demonstrate knowledge of the content of a career unit and methods for implementing a career unit as measured by a test developed by the in-service trainer. It is expected that the mean score on the test will be 75 percent of the possible test.**

To measure the extent that workshop participants learned knowledge of the content of a career unit and ways of developing a unit, the in-service trainer developed a criterion knowledge test (see copy in Appendix). The maximum number of points possible on the test was 28. The workshop participants were given the test during the fall semester.* The test was corrected by the in-service trainer, and the results of the test are presented in Table 18.

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*The test was not administered at the conclusion of the summer workshop because workshop activities were continued through the fall semester. It would have been more appropriate if the evaluator had developed the test after consulting with the in-service trainer and the test given at the conclusion of the workshop.

Table 18 : A SUMMARY OF THE SCORES MADE BY WORKSHOP PARTICIPANTS ON A CAREER EDUCATION TEST

Grade Level or Group	N	Possible Score	Mean Score	Percent Correct
K	3	28	25.7	91.7
1	6	28	25.3	90.5
2	6	28	26.0	92.9
3	6	28	26.3	94.0
4	9	28	26.8	95.6
5	4	28	24.8	88.4
6	8	28	25.8	92.0
Counselors	27	28	26.6	94.8
Administrators	13	28	25.8	92.3
TOTAL	82	28	26.1	93.2

The data in Table 18 show that a mean score of 26.1 was obtained on the test by the 82 participants. This was 93.2 percent of the possible score. This suggests that participants were well trained or the test was very easy. Because the test was given late in the fall, it seems likely that by then the workshop participants were well grounded in the content of a Career Education unit and ways to implement them.

Objective 4: **As a result of training experience, the secondary school counselors in the project schools will demonstrate knowledge of follow-up skills necessary for next step placement as indicated by their scores on a vocationally oriented follow-up questionnaire. It is expected that the mean score will be 70 percent of the possible score.**

As part of the training activities, the secondary school counselors learned techniques of conducting and analyzing follow-up studies. To measure the extent that counselors could apply follow-up skills, two types of measurements were conducted. In the first type of measurement, the project director sent to each secondary counselor the results of a follow-up study conducted prior to 1971. Along with the results, a questionnaire was sent which contained four items asking questions about the results. (See first page of questionnaire in Appendix). The counselors responded to the four questions and these questions were graded to determine the accuracy of the response.

During the 1973-74 school year, the counselors conducted a follow-up study on the students enrolled in the trades and industrial classes for the years 1971 through 1973 for their school. The counselors summarized the results of the follow-up for students from their school, and submitted the summary to the project director. (See pp.2-5 of questionnaire in Appendix). This summary, if complete, contained 21 different types of information. The project director reviewed each counselor's report to determine the extent that the follow-up information was complete. This indicator provided the second type of evaluation data for this objective. The results of both types of evaluation information is presented in Table 19.

Table 19 : A SUMMARY OF THE SCORES MADE BY THE SECONDARY SCHOOL COUNSELORS ON THE VOCATIONALLY ORIENTED FOLLOW-UP QUESTIONNAIRE

Test Part	N	Possible Score	Mean Score	Percent Correct
1. Analyzing existing follow-up information	10	4	4.0	100.0
2. Collecting new follow-up information	10	21	16.7	79.5
TOTAL	10	25	20.7	82.8

The data presented in Table 19 indicates that all the counselors accurately interpreted the follow-up study summary. Approximately 80 percent of the counselors collected and summarized the desired information on the 1971-73 graduates by the time the report was due to the evaluator. The project director later collected all new follow-up information from all counselors.

The counselors performed well in this activity which was undoubtedly due to the fact that the follow-up study activity was not new in the school system, but rather a well established practice.

B. Elementary Component

Objective 1: The students in the Career Education program, grades K-6 will demonstrate knowledge of occupations as indicated by their identifying occupations from pictures and by listing occupations known to them. It is expected that: (a) students in grades K-3 will correctly identify 60 percent of the occupations shown to them, and (b) students in grades 4-6 will be able to list an average of 30 occupations.

To measure the extent that this objective was achieved, two types of measuring instruments were used. For grades K-3 a set of 24 pictures illustrating different types of occupations were used. The pictures were taken primarily from the Peabody Language Development Kit (see copy in Appendix). Each student was asked to look at each picture and tell the occupation in which the person was involved. His or her response was recorded and scored as right or wrong. The test was developed and field-tested in another Career Education program. Data from the field test indicated that students at these grade levels were correctly identifying, at the beginning of the year, approximately 50 percent of the occupations. This test was given to a sample of participants in May, 1974.

Students in grades 4-6 were asked to list as many occupations as they could. Time was not a limiting factor as students were given as much time as they wanted. The rationale behind this measuring instrument was the more students learned about occupations, the more occupations they could list (see directions in Appendix). A sample of program participants, grades 4-6, were asked to list occupations known to them in May, 1974. A pre- and post test was not used in measuring this objective because of the lateness in employing the evaluator.

The sample of students used in the evaluation of this objective consisted of approximately a 10 percent sample for each grade level. Only students enrolled in the classes of teachers participating in the summer 1973 workshop were considered for selection in the sample. Kindergarten students were chosen randomly while the sample of students in grades 1-6 were chosen by randomly selecting one or two classes. The table below indicates the procedure used in selecting the sample of students taking the measuring instrument. Tables 20 and 21 present the results of the application of the measuring instrument.

MEASURING INSTRUMENT IS ON FOLLOWING PAGE

K-6 STUDENT EVALUATION SAMPLE

Grade	No. of teachers in Summer 1973 Workshop	Number of Students in Teachers' Classes	No. of Students in Sample	Method of Choosing Sample
K	2	60	10	Listed students alphabetically and randomly selected students
1	13	390	46	Listed teachers alphabetically and randomly selected two teachers and used their students in sample
2	15	450	49	Same as grade 1
3	9	270	32	Listed teachers alphabetically and randomly selected one teacher and used her students in sample
4	17	510	69	Same as grade 1
5	22	660	47	Same as grade 1
6	13	390	54	Same as grade 1

Table 20 : AN ANALYSIS OF THE NUMBER OF OCCUPATIONS CORRECTLY IDENTIFIED FROM PICTURES BY A SAMPLE OF STUDENTS, GRADES k-3 PARTICIPATING IN THE CAREER EDUCATION PROGRAM

Grade	Number of Students	Total Possible Score	Mean Number of Pictures Correctly Identified	Percent Correctly Identified
K	10	24	21.8	90.8
1	46	24	17.5	72.9
2	49	24	18.5	77.1
3	32	24	18.7	77.9
TOTAL	137	24	18.5	77.1

Table 21: AN ANALYSIS OF THE NUMBER OF OCCUPATIONS LISTED BY A SAMPLE OF STUDENTS, GRADES 4-6 PARTICIPATING IN THE CAREER EDUCATION PROGRAM

Grade	Number of Students	Total Number of Occupations Listed	Mean Number of Occupations Listed
4	69	3,156	45.7
5	47	1,756	37.4
6	54	3,895	72.1
TOTAL	170	8,807	51.8

The information in Table 20 show that students in K-3 correctly identified 77 percent of the occupations from the pictures. It is interesting to note that the kindergarten children had the highest percent of correctly identified pictures. The expected criterion was achieved.

Students in grades 4-6 listed an average of approximately 52 occupations. Sixth grade students listed the greatest number of occupations while the fifth grade students listed the fewest occupations. The expected criterion was exceeded.

Objective 2: The students in the Career Education program, grades 2-6 will improve their knowledge of information involved in making career decisions as indicated by their scores on the Cooperative Career Education Survey. It is expected that the mean post-test score will be five percent higher than the mean pretest score.

The Cooperative Career Education Survey was used as the measuring instrument to determine the extent that this objective was achieved (see copy in Appendix). Two instruments were used; one for students in grades 2-3; and the second for students in grades 4-6. The instruments were adapted to the reading ability and comprehension of the students. These instruments contained a series of questions concerning career information that provides a basis in making career decisions.

The students involved in the measurement were the same sample of students described under objective number one. The instruments were administered in September and again in May. The test results are presented in Table 22.

Table 22 : AN ANALYSIS OF THE AMOUNT OF GAIN MADE ON A COOPERATIVE CAREER EDUCATION SURVEY TEST BY A SAMPLE OF STUDENTS, GRADES 2-6 PARTICIPATING IN THE CAREER EDUCATION PROGRAM

Grade Level	Number of Items on Test	N	Mean Score On Pretest	Mean Score On Post Test	Percent Gain
2	30	46	17.2	24.1	40.1
3	30	30	23.4	24.9	6.4
4	55	52	36.8	39.7	7.9
5	55	41	34.1	38.7	13.5
6	55	27*	47.6	48.3	1.5
TOTAL		196	31.1	34.7	11.6

***These pre- and post-test data were available for only one sixth grade class; the other class had post test only.**

The data in the above table show that students in grades 2, 3, 4, and 5 achieved the desired gain. Only one sixth grade class took both the pre - and post-test and their mean post-test score was less than 2 percent greater than their mean pretest score. Overall, the desired achievement gain was made on this objective. It is interesting to note that young children are able to learn basic career type of information used in making career decisions.

Objective 3: **The students in the career education program, grades 4-6 will demonstrate a positive self-concept as measured by the Coopersmith Self-Esteem Inventory. It is expected that the mean positive score will be at least 50 percent of the possible score.**

To measure the extent that this objective was achieved the Coopersmith Self-Esteem Inventory was administered to a sample of students in grades 4-6. The students taking the test were the same students described in the sample selection under the objective number 1. The students took the test in May 1974.* The tests were scored and the mean score computed. The results are presented in Table 23.

***Once again, only a post test was used because of the lateness in employing the evaluator.**

Table 23 : THE PERCENT OF POSITIVE RESPONSES MADE BY A SAMPLE OF STUDENTS, GRADES 4-6 PARTICIPATING IN THE CAREER EDUCATION PROGRAM ON THE COOPER-SMITH SELF-ESTEEM INVENTORY

Grade Level	N	Possible Number of Positive Responses	Mean Number of Positive Responses	Percent of Positive Responses
4	65	50	29.4	58.8
5	45	50	30.9	61.8
6	52	50	33.2	66.3
TOTAL	162		31.0	62.0

The data in the above table show that the students at each grade level achieved the expected criteria. It cannot be determined whether the resulting scores were higher than they would have been at the beginning of the year or whether they were due to program effects.

Objective 4: **The students in the career education program, grades K-6 will demonstrate good work habits as measured by their work attitudes in the classroom. It is expected that the positive ratings received on a rating scale for school work habits will be 60 percent of the possible ratings.**

To measure the extent that this objective was achieved, a work habits rating scale was used (see copy in Appendix). This rating scale consisted of twelve statements concerning various work or study activities. The students' teachers were asked to rate each student on these statements according to whether the student performed these activities "always," "most of the time," "sometimes," or "never." The students rated were the students selected in the sample described under objective number one. The expected criteria was based on findings obtained from other Career Education programs. The results of the ratings are found in Table 24.

TABLE 24 IS ON THE FOLLOWING PAGE

Table 24 : A SUMMARY OF THE RATINGS RECEIVED BY A SAMPLE OF STUDENTS, GRADES K-6 PARTICIPATING IN THE CAREER EDUCATION PROGRAM ON A WORK HABITS RATING SCALE

	Frequency of Ratings							
	Always		Most of Time		Some-times		Never	
Item	No.	%	No.	%	No.	%	No.	%
1. Starts on time without prompting.....	68	22	132	43	95	31	13	4
2. Uses time wisely.....................	53	17	125	41	118	38	12	4
3. Completes assignments................	86	28	116	38	100	32	6	2
4. Sees next step.......................	50	16	126	41	102	33	29	10
5. Gets along with peers................	75	25	178	59	44	15	2	1
6. Enjoys work..........................	70	23	154	50	80	26	4	1
7. Presents a neat appearance...........	120	39	131	42	48	16	9	3
8. Follows directions...................	68	23	121	41	105	35	4	1
9. Work is satisfactory.................	72	23	143	46	91	30	2	1
10. Is safety-conscious,................	65	21	173	56	68	22	1	1
11. Takes care of equipment.............	78	26	176	57	50	16	4	1
12. Works without direct supervision.....	63	20	133	43	98	32	14	5
Total Number of Ratings.................	868	24	1708	46	999	27	100	3

On the rating scale, responses in the "always," and "most of the time" were considered as positive ratings. Data in Table 24 indicates that about 70 percent of all the ratings were positive.

Objective 5: The students in the Career Education program, grades K-6 will demonstrate application of good interpersonal skills as measured by teacher ratings. It is expected that the positive ratings received on a social skills rating scale will be 70 percent of the possible ratings.

A social skills rating scale was used to measure the extent that this objective was achieved. The scale consisted of ten social skills on which each student was rated by his teacher according to whether he "almost always," "frequently," "seldom," or "never" exhibited the skill (see copy in Appendix). The students involved in the measurement were the sample described under objective number one. Because of lateness in employing an evaluator a pre- and post-rating could not be obtained. The expected criteria was established on the basis of information obtained from other programs where the social skills rating scale was used. After the ratings were done by the teachers, the ratings were tabulated and the results are shown in Table 25.

TABLE 25 IS ON THE FOLLOWING PAGE

Table 25 : A SUMMARY OF THE RATINGS RECEIVED BY A SAMPLE OF STUDENTS, GRADES K-6 PARTICIPATING IN THE CAREER EDUCATION PROGRAM ON A RATING SCALE FOR SOCIAL SKILLS

	Frequency of Ratings							
	Almost Always		Fre-quently		Seldom		Never	
Skill	No.	%	No.	%	No.	%	No.	%
1. Shares materials, such as crayons, scissors, paste jars, and brushes	177	57	100	32	34	11	0	0
2. Takes turns	143	47	135	44	26	8	3	1
3. Cares for property and materials-be it his own or others	152	50	118	38	32	10	5	2
4. Responds promptly to requests (by teacher, aide, or other children)	118	39	136	44	53	17	0	0
5. Listens rather than interrupts	125	41	115	37	64	21	3	1
6. Able to work things through for himself	89	29	135	44	76	25	7	2
7. In group work is cooperative with other children	138	45	124	40	44	14	1	1
8. Shares in making decisions	101	34	101	34	87	29	8	3
9. Actively participates in group work	142	46	106	34	58	19	1	1
10. Respects rights of other children	118	38	129	42	54	18	6	2
Total Number of Ratings	1303	43	1199	39	528	17	34	1

The "almost always" and "frequently" ratings were considered as positive ratings and that such ratings showed that the students exhibited interpersonal skills. The information in Table 25 indicates that over 80 percent of the ratings fell in these two categories. The desired expectancy level was achieved.

C. Junior High Component

Objective 1: The students enrolled in the exploratory courses will demonstrate knowledge of manufacturing and construction processes as measured by their grades in the World of Manufacturing and the World of Construction courses. It is expected that at least 75 percent of the students will receive passing grades.

To determine whether the students in the exploratory courses were gaining knowledge in manufacturing and construction processes, the grades received by the students in the courses were used. Grades for each nine weeks were available as well as semester averages. The number of students receiving each letter grade for each semester was tabulated for each of the exploratory courses. The result of these tabulations are shown in Tables 26 and 27.

Table 26 : THE NUMBER AND PERCENT OF STUDENTS IN THE WORLD OF MANUFACTURING EXPLORATORY COURSE RECEIVING VARIOUS GRADES

Grade	First Semester		Second Semester	
	Number	Percent	Number	Percent
A	23	20	28	22
B	44	38	33	26
C	34	29	43	34
D	12	10	21	17
F	3	3	2	01
TOTAL	116	100	127	100

TABLE 27 IS ON THE FOLLOWING PAGE

Table 27 : THE NUMBER AND PERCENT OF STUDENTS IN THE WORLD OF CONSTRUCTION EXPLORATORY COURSE RECEIVING VARIOUS GRADES

Grade	First Semester		Second Semester	
	Number	Percent	Number	Percent
A	87	18	89	19
B	100	21	218	45
C	175	37	122	25
D	97	21	24	5
F	12	3	27	6
TOTAL	471	100	480	100

The data in Table 26 show that 87 percent of the students in the manufacturing exploratory course received "C" grades or higher during the first semester while 82 percent received similar grades during the second semester. In the World of Construction course, 76 percent of the students received "C" or higher grades during the first semester while 89 percent received similar grades during the second semester. In all cases, the expected standard of 75 percent was exceeded.

Objective 2: **The eighth grade social studies students studying the career unit "Port of Baton Rouge" will apply career achievement skills as indicated by the ratings of the teachers. It is expected that the mean rating will be 60 percent of the possible score.**

During the year the project staff developed a detailed career unit on the "Port of Baton Rouge." This port has a tremendous influence on the economy of the area and a wide variety of careers are involved in the operation of the port. The career unit was field-tested in selected sections of social studies with the objective of teaching the students career achievement skills. Eleven different achievement skills were identified and the teachers rated each of the students on each of the eleven skills. (see rating scale in Appendix).

The ratings were done at the end of the year. The ratings varied from 1 to 4, with a one rating indicating poor achievement of the skill, a two rating indicating an average achievement of the skill, a three rating indicating an above average rating of the skill, and a four rating indicating an excellent achievement of the skill. The number of ratings received by all students in five different social studies classes were tabulated. The tabulations are summarized in Table 28.

Table 28 : A SUMMARY OF THE RATINGS RECEIVED BY STUDENTS STUDYING THE CAREER UNIT "PORT OF BATON ROUGE" ON A CAREER ACHIEVEMENT SKILLS RATING SCALE

Skills	Frequency of Ratings				Total Number Of Points	Mean Rating
	Excellent (4)	Good (3)	Average (2)	Poor (1)		
1. Works independently	43	38	51	11	399	2.79
2. Completes a task	53	51	26	13	430	3.01
3. Works with a group	44	55	31	13	416	2.91
4. Follows written instructions	35	44	54	10	390	2.73
5. Correctly assess own abilities	49	37	50	7	414	2.90
6. Makes realistic long-range goals	38	40	52	13	389	2.72
7. Fulfill their own contractual obligations	50	60	18	14	430	3.03
8. Make daily contributions to a goal	49	43	34	17	410	2.87
9. Follow rules of organization	56	47	26	14	431	3.01
10. Recall factual information	40	46	42	15	397	2.78
11. Make adequate decisions	33	45	54	11	386	2.70
TOTAL	490	506	438	138	4,492	2.86

The data in Table 28 show that the mean rating for the entire group on all eleven skills was a 2.86 out of a possible 4.0. This is 71.5 percent of the possible score. The information in the table indicates that the students demonstrated the greatest amount of application in skill number seven "Fulfilling their own contractural obligation," and the least amount of application on skill number six "Makes realistic long range goals." The mean rating for each of the eleven skills exceeded the expected criterion of 60 percent of the possible rating.

Objective 3: As a result of participating in group guidance mini-units, students in grades 7-9 will improve their response toward the guidance concepts and program as measured by a guidance questionnaire. It is expected that the percent of positive post-test responses on the questionnaire will be at least five percent higher than the percent of positive pretest responses.

The counselors in the respective schools taught a mini-guidance unit to all students through the English classes (See program activities Page100). The purpose of the mini unit was to provide students with educational and career information, with opportunity to talk with a counselor, and provide students with information about available guidance services. To determine the students' attitude towards these concepts and towards the guidance program, a questionnaire was given at the beginning and end of the year (See copy in Appendix). The questionnaire consisted of 25 items with a "yes" response indicating a positive response towards the guidance program and services. The last question on the questionnaire was for informational purposes only. The results were tabulated on 24 items and are summarized in Table 29.

Table 29 : A COMPARISON OF THE PRE AND POST TEST RESPONSES OF STUDENTS, GRADES 7-9 PARTICIPATING IN A GROUP GUIDANCE MINI-UNIT ON A GUIDANCE QUESTIONNAIRE

	Grade 7				Grade 8				Grade 9			
	Yes Responses		No Responses		Yes Responses		No Responses		Yes Responses		No Responses	
Test	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Pretest	45,890	36	81,850	64	45,770	44	57,147	56	42,536	46	49,950	54
Post Test	47,453	50	47,722	50	47,813	50	48,402	50	51,897	53	46,856	47
Change		+14		-14		+6		-6		+7		-7

The data in the above table indicate that the desired 5 percent gain in positive responses was achieved by students at each grade level. Students in the seventh grade increased their positive responses by 14 percent while students in grade eight and grade nine increased their positive responses by 6 and 7 percent respectively.

Objective 4: **Eighth grade students participating in a "Group Guidance Unit" will improve their career achievement skills as measured by the Career Maturity Inventory. It is expected that the mean post test scores on the goal selection and problem solving sections of the inventory will be statistically significantly higher than the mean pretest score.**

The Career Maturity Inventory measures various career achievement skills. To measure the extent that this objective was achieved, two parts of the Career Maturity Inventory was administered: Part 3; Choosing a Job and Part 5; What Should They Do. Part 3 includes items measuring goal selection skills and Part 5 includes items measuring problem solving skills. There were approximately 83 eighth grade students involved in the group guidance unit. However, a number of these students had already completed the unit prior to the time the evaluator was employed. It was possible, however, to obtain measurement data on one group of students. The pretest was given in March and the post test was administered in May. The results are presented in Table 30.

Table 30 : A COMPARISON OF THE PRETEST AND POST TEST SCORES MADE BY EIGHTH GRADE STUDENTS PARTICIPATING IN A GROUP GUIDANCE UNIT ON SELECTED PARTS OF THE CAREER MATURITY INVENTORY

Section of the Career Maturity Inventory	Pretest			Post Test			Difference in Mean	"t"
	No.	Mean	S.D.	No.	Mean	S.D.		
Goal Selection	19	12.37	3.47	19	12.53	4.25	.16	.13
Problem Solving	18	13.56	3.62	18	8.94	3.40	-4.62	3.95*

*Significant at the .01 level of confidence.

The data in Table 30 show that very little change occurred in the scores on the goal selection section of the Career Maturity Inventory. On the problem solving section part of the inventory the post-test scores made by the participants significantly decreased from their pretest scores.

D. Grades 10-14 Component

Objective 1: **Students in the T & I, Health Careers, and Child Care Management Programs will be prepared for jobs at the entry level as indicated by teacher grades. It is expected that at least 75 percent of the students will receive passing grades in the courses.**

Three job preparation trade and industry courses were offered to students in this component. These courses were Home Construction, Health related careers, and Childcare management. The grade students received in these courses were used as the indicator of how well the students were being prepared for jobs at the entry level. Grades for each nine weeks were abailable as well as semester averages. The number of students receiving each letter grade for each of the semesters was tabulated for each of the T & I courses. The results of these tabulations are shown in Tables 31, 32, and 33.

Table 31 : THE NUMBER AND PERCENT OF STUDENTS IN THE HOME CONSTRUCTION T AND I COURSE RECEIVING VARIOUS GRADES

Grade	First Semester		Second Semester	
	Number	Percent	Number	Percent
A	7	14	5	10
B	10	20	9	18
C	22	45	24	47
D	8	16	12	23
F	2	4	1	2
TOTAL	49	99*	51	100

*Rounding error

Table 32 : THE NUMBER AND PERCENT OF STUDENTS IN THE HEALTH RELATED T AND I COURSE RECEIVING VARIOUS GRADES

Grade	First Semester		Second Semester	
	Number	Percent	Number	Percent
A	7	32	6	27
B	9	41	7	32
C	5	23	7	32
D	1	4	2	9
F	0	0	0	0
TOTAL	22	100	22	100

Table 33 : THE NUMBER AND PERCENT OF STUDENTS IN THE CHILD CARE MANAGEMENT COURSE RECEIVING VARIOUS GRADES

Grade	First Semester		Second Semester	
	Number	Percent	Number	Percent
A	8	38	8	38
B	4	19	8	38
C	8	38	3	14
D	1	5	2	10
F	0	0	0	0
TOTAL	21	100	21	100

The data in Table 31 show that 79 percent of the students received a "C" grade or higher in Home Construction during the first semester, while 75 percent earned equal grades during the second semester. Thus, these students achieved the desired expectancy level.

Ninety-six percent of the students in the health related course received a "C" grade or higher during the first semester and 91 percent earned equal grades during the second semester. These students should be well prepared for entry level jobs.

Only one student out of twenty-one in the childcare management course received less than a "C" grade during the first semester while two students received "D" grades during the second semester. This means that at least 90 percent of the students in this course achieved the expected criteria.

Objective 2: **Students who enroll in the post high school job-related program will be prepared for jobs at the entry level as indicated by instructor's ratings. It is expected that 75 percent of the students will receive a satisfactory rating.**

A number of job related courses were taught at night to prepare students for various types of jobs. At the end of the year, each instructor was asked to rate his students indicating the extent he thought each student was prepared for jobs at the entry level. Instructors in the following courses made the ratings: Electronics; Office Occupations; Welding; Auto Mechanics; and Air Conditioning, and Refrigeration. The ratings of instructors are summarized in Table 34.

TABLE 34 IN ON THE FOLLOWING PAGE

Table 34 : A SUMMARY OF THE RATINGS RECEIVED BY STUDENTS IN THE JOB RELATED PROGRAM

Job Related Area	Total Rated	Type and Frequency of Ratings			
		Very Well Prepared	Satisfactorily Prepared	May Encounter Some Difficulty	Needs More Training
1. Air Conditioning and Refrigeration	21	2	8	6	5
2. Arc Welding, Plate and Pipe	23	5	10	5	3
3. Auto Mechanics	24	0	9	6	9
4. Office Occupations	23	4	6	8	5
5. Electronics	25	6	6	5	8
Total Number of Students Receiving Rating	116	17	39	30	30
Percent Students Receiving Rating	116	14.7	33.5	25.9	25.9

The data in Table 34 show that 48.2 percent of the students received ratings that indicated they would be prepared for jobs at the entry level. This means that approximately 52 percent were not as well prepared as desired. However, it was determined that students in the job related program had been in the program varying lengths of time. They could enroll at any time if a vacancy was available in the class. It then seemed desirable to analyze the students' ratings according to the length of time they had been in the training program. Table 35 show the ratings received by the students according to the number of hours of training.

TABLE 35 IS ON THE FOLLOWING PAGE

Table 35 : A COMPARISON OF THE NUMBER OF HOURS OF TRAINING WITH RATINGS RECEIVED FROM INSTRUCTOR

Ratings	Total	Number of Hours of Training					
		Less than 300 hours	301-600	601-900	901-1200	1201-1500	1501-1800
Very Well Prepared	16	1	3	1	2	4	5
Satisfactorily Prepared	36	3	5	5	5	7	11
May Encounter some Difficulty	28	2	4	10	4	6	2
Needs More Training	14	7	1	2	1	1	2
TOTAL	94	13	13	18	12	18	20

The data in the previous table show that 52 students or 55.32 percent of the total received satisfactory or better ratings. However, 16 or 80 percent of the students that had completed over 1500 hours of training received satisfactory ratings. The percent receiving satisfactory ratings decreased with a decrease in the number of hours of training. To achieve the expected standard of the objective, it will probably require the students to complete 1500 or more hours of training.

Objective 3: Students in the Health Careers and Childcare Management programs will demonstrate ability to relate information about academic subjects and knowledge of self to choosing an occupation as indicated by their scores on parts I and III of the Career Maturity Inventory. It is expected that the mean score of the group will be at least 13.

The Career Maturity Inventory measures various career achievement skills. To measure the extent that this objective was achieved, the students enrolled in the health career course and the child management course were given two parts of the Career Maturity Inventory. Part I of the inventory entitled "Knowing Yourself" contained self-appraisal questions while Part III entitled "Choosing a Job" contained goal selection questions. There was a maximum of 20 points possible on each part of the Career Maturity Inventory. The tests were administered to the students in May, 1974. The results are presented in Table 36.

Table 36 : A SUMMARY OF THE SCORES EARNED BY STUDENTS IN THE HEALTH CAREERS AND CHILD CARE MANAGEMENT PROGRAMS ON SELECTED PARTS OF THE CAREERS MATURITY INVENTORY

Job Preparation Area	N	Mean Score		
		Self-Appraisal	Goal Selection	Total
Health Careers	21	15.5	13.5	14.5
Child Care Management	21	14.4	15.3	14.9
TOTAL	42	15.0	14.4	14.7

The information in the above table show that both groups made a mean score of 15.0 or 75 percent of the possible score on the self-appraisal section and a mean score of 14.4 or 72 percent of the possible score on the goal selection section of the Career Maturity Inventory. The mean score for each group on each of the sections of the Career Maturity Inventory was higher than the expected criteria.

E. Placement Component

Objective 1: The Career Education Project staff will demonstrate ability to assess the effectiveness of the T & I program as indicated by the completion of a follow-up study. It is expected that the follow-up study will include (a) data about students' employment experiences, (b) information about students' satisfaction with their jobs, and (c) ratings of students concerning their high school training experiences. The evaluator will use an observation checklist to verify that the follow-up study has been completed and the stated contents included in it.

The guidance department in each of the high schools in East Baton Rouge Parish conducted a follow-up study of the students enrolled in Trade and Industrial classes for the years 1971 through 1973. This follow-up survey was conducted under the jurisdiction of the Career Education project staff. The results of the study were to be used in determining whether this objective was achieved. A follow-up questionnaire was sent out to survey participants in the spring of 1974. Four hundred twenty-six questionnaires or 36.2 percent were returned and tabulated. Tables showing the results of the follow-up study are found in the Appendix. The following table presents the observations of the evaluators using a checklist as he reviewed the results of the follow-up study.

Table 37 : THE EXTENT FOLLOW-UP INFORMATION IS AVAILABLE ON TRADES AND INDUSTRY GRADUATES

Content Areas of Follow-Up Study	Information Available	
	Yes	No
1. **Data** about students' **employment experiences**	X	
2. Information about students' satisfaction with their jobs	X	
3. **Ratings** of high school training	X	

The desired types of follow-up information was available from the summarizing of the questionnaire returns. The follow-up survey was well planned and obtained the desired data. The reader is referred to the Appendix for a tabulation of the follow-up returns.

Objective 2: The project staff, in cooperation with the school counselors will demonstrate ability to apply placement skills as indicated by the number of graduating students placed in jobs, vocational-technical schools, or other post-secondary training. It is expected that 80 percent of the graduating students in the Health Careers, and Child Care Management programs will be placed.

The project staff and school counselors assisted graduating students in the health careers and child management programs in taking the "next step." The "next step" might be to get a job or get additional training. To measure the extent that this objective was achieved, a record was kept of the placement assistance provided the students. Table 38 presents information showing the placement records.

Table 38 : THE NUMBER AND PERCENT OF GRADUATING STUDENTS IN THE HEALTH CAREERS AND CHILD CARE MANAGEMENT PROGRAMS PLACED IN THEIR CAREER NEXT STEP

Type of Career Program	Total No. of Seniors	Frequency and Percent Placed In							
		Jobs		Voc.-Tech. Schools		Other Training		Not Placed	
		No.	%	No.	%	No.	%	No.	%
Health Careers	13	2	15.4	3	23.1	8	61.5	-	----
Child Care Management	9	3	33.3	3	33.3	2	22.2	1	11.1
TOTAL	22	5	22.7	6	27.3	10	45.5	1	4.5

All but one of the students were placed in a job or other types of training. Nearly 73 percent of the graduating seniors were going to get additional training in vocational technical schools or college (other training). The student that had not been placed desired to work in a day care center, but did not have a job at the end of the school year.

Objective 3: The job-related counselor will demonstrate ability to apply placement skills as indicated by the number of post-secondary students placed in jobs, vocational-technical schools, or other post-secondary training. It is expected that 120 of the students involved in the job-related program will be placed.

A job related counselor was employed to assist the students in this component to obtain a job once they had completed their training. This counselor worked closely with the various business and industrial employers in the community. The extent that students were placed in jobs was the measurement of the counselor effectiveness. Table 39 presents information on the number and percent of the students in this component that were placed in jobs.

TABLE 39 IS ON THE FOLLOWING PAGE

Table 39: THE NUMBER AND PERCENT OF STUDENTS IN THE JOB RELATED PROGRAMS PLACED IN THEIR CAREER NEXT STEP

Type of Career Program	Total No. of Students	Frequency and Percent Placed In							
		Jobs		Voc.-Tec. Schools		Other Training		Not Placed	
		No.	%	No.	%	No.	%	No.	%
Welding	43	43	100	--	--	--	--	--	--
Electronics	20	20	100	---	--	--	--	--	--
Office Occupations	31	31	100	--	--	--	--	--	--
Auto Mechanics	23	23	100	--	--	--	--	--	--
AIC and Refrigeration	18	18	100	--	--	--	--	--	--
TOTAL	135	135	100	--	--	--	--	--	--

The information in the above table show that 135 students were placed in jobs from the training that occurred in the job related component. This exceeded the expected criteria of the objective.

VI. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

A. Summary of Findings

1. The participants in the 1973 summer workshop made a gain of 3.36 percent on a pre-post assessment inventory that contained cognitive and affective test items concerning Career Education.

2. When chi square analysis technique was applied to the pre- and post-test responses of individual test items on the assessment inventory given to the 1973 summer workshop participants, significant positive changes were found in the participants' attitudes and feelings toward various Career Education concepts and activities.

3. When a knowledge test concerning the content of a career unit and ways to develop such a unit was given to the participants in the 1973 summer workshop, the participants

mean score was 93.2 percent of the possible score. Because of the lateness in employing an evaluator, the test was not administered until the end of the fall semester.

4. During the 1973-74 school year, 96 percent of the teachers involved in the 1973 summer workshop appropriately applied Career Education elements in their career units.

5. When given the results of an old follow-up study, the counselors participating in the 1973 summer workshop correctly analyzed follow-up information. Eighty percent of these counselors also were able to conduct a new follow-up study and summarize 21 different types of follow-up information.

6. The resource teachers and classroom teachers in the summer 1974 workshop earned scores of 99 percent and 77 percent respectively on a knowledge test concerning competency-based teacher education.

7. Ninety-six percent of the summer 1974 workshop participants correctly identified instructional activities that could be used to apply the six basic elements in a Career Education unit.

8. On a feedback questionnaire given to summer 1974 workshop participants, nearly 98 percent of their responses were positive towards the workshop activities.

9. Students in grades K-3 correctly identified an average of 18.5 occupations when presented pictures illustrating different types of occupations. The mean score was 77 percent of the total number of occupations shown.

10. Students in grades 4-6 listed an average of 52 occupations when asked to list as many occupations as they could. This exceeded the average number expected by 22 occupations.

11. The post-test scores of students in grades 2-6 were 11.6 percent higher than their pretest scores on a test concerning information involved in making career decisions. Students in grade two made the greatest gain while students in grade six made the least gain.

12. On the Coopersmith Self-Esteem Inventory given at the end of the year, students in grades 4-6 made a mean score of 31 or 62 percent of the possible score.

13. On a work habits rating scale used by teachers, students in grades K-6 received 70 percent positive ratings.

14. When a social skills rating scale was used to measure students interpersonal skills, students in grades 4-6 received 80 percent positive ratings from their teachers.

15. Pre-post tests or use of control groups were not used with students because the evaluator was not employed until after the program was well under way.

16. When school grades were used as an indicator of knowledge of manufacturing and construction processes, over 80 percent of the students in these Career Education exploratory courses received "C" grades or higher.

17. On a career achievement skills rating scale, eighth-grade students studying an experimental career unit on the Port of Baton Rouge received an average rating of 2.86 out of a possible 4.0 rating. This mean rating was 71.5 percent of the possible rating.

18. The post-test scores of students in grades 7-9, participating in group guidance mini-units were nine percent higher than their pretest scores on a questionnaire concerning guidance concepts and services. Students in grade seven made the greatest gain while students in grade eight made the least gain.

19. On the "Goal Selection" section of the Career Maturity Inventory, one section of eighth grade students participating in a "group guidance unit" made very little gain in their post test scores over their pretest scores.

20. On the "Problem Solving" section of the Career Maturity Inventory, the post test scores of one section of eighth grade students participating in a "group guidance unit" were significantly lower than their pretest scores.

21. When school grades were used as an indicator of job preparation, over 75 percent of the students in the Home Construction Trade and Industry course received "C" grade or higher.

22. When school grades were used as an indicator of job preparation, over 90 percent of the students in the Health Related Trade and Industry course received "C" grades or higher.

23. When school grades were used as an indicator of job preparation, over 90 percent of the students in the Childcare Management Trade and Industry course received "C" grades or higher.

24. When students in various job related courses were rated by teachers for preparedness for a job, 48 percent of the students received ratings indicating they were prepared for jobs at the entry level. Fifty-two percent of the students received ratings that they were not as well prepared as the teacher desired.

25. When job preparation ratings of students enrolled in the job related component were analyzed, it was found that 80 percent of the students that had completed over 1500 hours of training were considered prepared for entry jobs. As the number of hours of training decreased the number of satisfactory ratings decreased.

26. On the "Self Appraisal" section of the Career Maturity Inventory, students enrolled in the Health Careers and Childcare Management Job Preparation courses made a mean score at the end of the year of 15.0 or 75 percent of the possible score.

27. On the "Goal Selection" section of the Career Maturity Inventory, students enrolled in the Health Careers and Child Management Job Preparation Courses made a mean score at the end of the year of 14.4 or 72 percent of the possible score.

28. The project staff conducted an extensive follow-up study on the graduating students from the 1971-73 trades and industry courses. The follow-up information contained data about the students employment experience, their satisfaction with their job, and how they felt about their high school training.

29. When the number of Health Careers and Childcare Management students placed in jobs or other training was used as a criterion of the project staff and school counselors placement skills, they received a very high rating. Twenty-one out of twenty-two students were assisted in being placed in jobs or in additional types of training situations.

30. The job related counselor demonstrated a high degree of ability to assist students in the job related component in being placed in jobs or in post secondary training situations. Placement records indicated that 135 students were placed in jobs.

B. Conclusions

1. Many excellent Career Education activities are being

conducted in the school program from grades K-14. The Career Education activities conducted at grade 10 are fewer than at other grade levels, and there are fewer courses for preparing girls for jobs than are available for preparing boys for jobs.

2. Because of lateness in employing the evaluator, the evaluation design lacked the desired internal and external validity features.

3. Because of lateness in employing the evaluator, many objectives were written "after the fact." This sometimes resulted in objectives and measuring instruments not always coinciding.

4. Because of lateness in implementing the evaluation design prepost control group techniques could not be utilized. This prevents definitive conclusions concerning whether program activities effected the occurred changes or behaviors.

5. The participants in the summer 1973 workshop significantly changed their attitudes and feelings toward various Career Education concepts and activities.

6. The participants in the summer 1973 and 1974 workshop were able to demonstrate knowledge of the content of a good career unit, were able to develop a unit utilizing the desired content, and the 1973 workshop participants were able to apply it in their classrooms.

7. Counselors, who participated in training activities, were able to demonstrate skill in conducting follow-up studies and in analyzing data from studies.

8. There was an excellent positive response to the 1974 workshop activities.

9. Students in the elementary school exhibited knowledge of careers and exceeded the expected criteria.

10. It was found that young students in grades 2-6 were able to learn information that was involved in making career decisions.

11. Elementary students achieved the expected criteria level of the objectives concerned with the behaviors of self-esteem, work habits, and interpersonal skills.

12. Eighth grade students participating in a group guidance unit showed little or no improvement in developing "goal selection" and "problem solving" skills.

13. The teaching of guidance mini-units in regular classes seemed to improve the participating junior high school students concepts of the guidance program.

14. Students in exploratory courses were successful in learning about manufacturing and construction processes as revealed by their grades.

15. Selected junior high school students in a special career unit were taught career achievement skills as indicated by their teachers' ratings.

16. Even though teachers in job related preparation programs give students satisfactory grades, they feel, as indicated by ratings, that many students are not prepared for entry jobs unless the students have been training for 1500 or more hours.

17. Students in the Health Careers and Child Management Job Preparation programs demonstrated knowledge of themselves and ability to use skills in choosing a job as revealed by their scores on the Career Maturity Inventory.

18. The project staff demonstrated excellent follow-up and placement skills as demonstrated by the number of students placed in the next step of training and by the data produced from conducting a follow-up study.

C. Recommendations

1. There were many indices of many successful Career Education activities being conducted in the program. It is recommended that the successful activities of the project be continued, but that an evaluation design be developed and applied that allows for pre-post measurements as well as adequate non-program.

2. It is recommended that in similar types of future projects that (a) personnel implementing the project be involved in planning and writing grant proposals, and (b) the evaluation plan be carefully developed in the planning stage.

3. The Career Education activities for the tenth grade students were limited. It is recommended that the project staff review program activities and determine if additional

activities are needed at that level or if more tenth grade students could be involved in present activities.

4. The focus of the Career Education activities at the high school and post high school level were on vocational education types of training. It is recommended that the school system consider the possibility of designating a person to be director of Career Education who would be responsible for (a) coordinating both the academic and vocational Career Education preparatory programs, (b) correlating the career orientation and career exploratory program with the job preparation program, (c) directing the career counseling and guidance activities, and (d) supervising the elementary career awareness activities.

5. The effective training of involved personnel was the key to the success of this project, or any project. It is recommended that continued training be conducted for new personnel or when new career activities are introduced.

6. The project staff developed a number of products that should be seriously considered for dissemination by the State Education Agency. Included in these products are: (a) Career awareness units (b) a handbook of activities showing how Career Education can become the mortar of the elementary curriculum, (c) Directory of Resource Individuals for Career Education, (d) Exemplary Career Unit on the "Port of Baton Rouge" and (e) Elementary Guidance Handbook. The project could also serve as a demonstration site for personnel from the urban school districts to visit, if they desire to implement or improve their Career Education program.

7. It is recommended that the group guidance unit tried with eighth grade students be reviewed. The project staff might review the following instruments to identify some possible goals and activities for such a unit: (a) *The Assessment of Career Development* published by Houghton-Mifflin, (b) *Career Development Inventory* by Donald E. Super and others, (c) *Career Education Questionnaire* published by CTB/McGraw Hill.

8. The instruments identified in recommendation seven might also be reviewed by teachers of the guidance mini-units taught to all junior high school students. Information in these measuring instruments might provide some direction for improving the content of the mini unit.

9. It is recommended that the job placement counselor use the

recommendations of the teachers and grades rather than grades only when placing a student completing a job related course.

10. The number of students placed in jobs, the number of resource persons utilized, and the number of dissemination activities conducted by the project staff indicate an excellent community involvement program. This should be continued and expanded where possible.

APPENDIX A

Evaluation Design Summary Chart

Guidance and Counseling Component
EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
. The participants in the 1973 Summer Career Education Awareness/Motivation workshop will improve their understanding of the principles of career education as measured by an Assessment Inventory. It is expected that the mean post-test score will be five percent higher than the mean pretest score.	Assessment Inventory	Already available	Knowledge of career education principles	Teachers, counselors & administrators participating in the 1973 summer workshop	Pretest at beginning of workshop Post test at end of workshop	Project Director or Designate
2. As a result of workshop experiences, the participants in the 1973 Summer Career Education Awareness/Motivation Workshop will apply knowledge of career achievement skills as indicated by the number of participants that use information contained in Career Education Awareness/Motivation Manual in the classroom. It is expected that 90 percent of the teachers that participated in the workshop will report that they have used at least five of the six elements of career education outlined in the manual.	Teacher report	Dec. 15, 1973	Information concerning use of career education elements	Teachers participating in the 1973 summer workshop	Jan., 1974	Project Director or Designate

	DATA ANALYSIS PRESENTATION				
		Dissemination of Evaluation Results for Overall Project			
DATA ANALYSIS TECHNIQUES	Evaluator's Report Date	Person Responsible	Method	Schedule	Recipient/ Audience
he pre- and post tests will be scored and he mean score will be calculated for each est. The differences in the means will be etermined and the percentage of gain omputed.	Dec. 15, 1974	Project Director	Written reports, oral reports, & newsletters	Jan. 1, 1975	-School personnel in parish -State Dept. of Education -USOE -Advisory Committees
he information submitted on the reports ill be checked to see how many teachers tilized five of the six elements of areer education. The percentage of teacher sing elements will be computed and checked gainst the criterion.	Dec. 15, 1974	Project Director	Written reports, oral reports, & newsletters	Jan. 1, 1975	-School personnel in parish -State Dept. of Education -USOE -Advisory Committees

Guidance and Counseling Component
EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
3. The participants in the 1973 Summer Career Education Awareness/Motivation workshop will demonstrate knowledge of the content of a career unit and methods for implementing a career unit as measured by a test developed by the in-service trainer. It is expected that the mean score on the test will be 75 percent of the possible test.	Knowledge Test	Already completed	-Content of a career unit -Methods for implementing a career unit	Teachers participating in the 1973 summer workshop	Feb., 1974	Project Director or Designate
4. As a result of training experience, the secondary school counselors in the project schools will demonstrate knowledge of follow-up skills necessary for next step placement as indicated by their scores on a vocationally oriented follow-up questionnaire. It is expected that the mean score will be 70 percent of the possible score.	Vocationally oriented follow-up questionnaire	Already completed	-Information about analyzing follow-up data that can be used in placement -Information about collecting follow-up data that can be used in placement	Secondary school counselors in the project schools	May, 1974	Project Director or Designate

Guidance and Counseling Component

DATA ANALYSIS TECHNIQUES	DATA ANALYSIS PRESENTATION				
		Dissemination of Evaluation Results for Overall Project			
	Evaluator's Report Date	Person Responsible	Method	Schedule	Recipient/ Audience
The tests will be scored and a mean score will be computed for the group. The mean score will be compared against the criterion	Dec. 15, 1974	Project Director	Written reports, oral reports and newsletters	Jan. 1, 1975	-School Personnel in parish -State Dept. of Education -USOE -Advisory Committee
The questionnaire will have two separate sections. One score will be tabulated from correct responses on the analyzing data section, while a second score will be tabulated from correct responses on the collecting follow-up data section. A total score will be found by adding the scores from the two subsections. A mean total score will be computed for the group and compared against the criterion.	Dec. 15, 1974	Project Director	Written reports, oral reports and newsletters	Jan. 1, 1975	-School Personnel in parish -State Dept. of Education -USOE -Advisory Committee

Elementary Component
EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. The students in the career education program, grades K-6 will demonstrate knowledge of occupations as indicated by their identifying occupations from pictures and by listing occupations known to them. It is expected that:						
a. Students in grades K-3 will correctly identify 60 percent of the occupations shown to them, and	Picture test	Already available	Pictures of individual occupations from white & blue collar jobs	At least 10% sample of students chosen randomly by grade level	May, 1974	Project Director or Designate
b. Students in grades 4-6 will be able to list an average of 30 occupations.	Listing of occupations	At time student makes list	Names of occupations	At least 10% sample of students chosen randomly by grade level	May, 1974	Project Director or Designate
2. The students in the career education program, grades 2-6 will improve their knowledge of information involved in making career decisions as indicated by their scores on the Cooperative Career Education Survey. It is expected that the mean post-test score will be five percent higher than the mean pretest score.	Cooperative Career Education Survey	Already available	Information involved in making career decisions	At least 10% sample of students chosen randomly by grade level	Pretest at the beginning of a career unit Post Test At the end of a career unit	Classroom teachers

Elementary Component

DATA ANALYSIS TECHNIQUES	DATA ANALYSIS PRESENTATION				
		Dissemination of Evaluation Results for Overall Project			
	Evaluator's Report Date	Person Responsible	Method	Schedule	Recipient/ Audience
The number of correct responses will be tabulated and the percentage computed.	Dec. 15, 1974	Project Director	Written reports, oral reports, and newsletters	Jan. 1, 1975	-School personnel in parish -State Dept. of Education -USOE -Advisory Committees
The number of occupations listed will be tabulated and the mean number computed.	Dec. 15, 1974	Project Director	Written reports, oral reports, and newsletters	Jan. 1, 1975	-School personnel in parish -State Dept. of Education -USOE -Advisory Committees
The mean score on the pre- and post test will be calculated and the percentage of gain will be computed.	Dec. 15, 1974	Project Director	Written reports, oral reports, and newsletters	Jan. 1, 1975	-School Personnel in parish -State Dept. of Education -USOE -Advisory Committees

Elementary Component
EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
3. The students in the career education program, grades 4-6 will demonstrate a positive self-concept as measured by the Coopersmith Self-Esteem Inventory. It is expected that the mean positive score will be at least 50 percent of the possible score.	Coopersmith Self-Esteem Inventory	Already available	Positive & negative feelings toward self	At least 10% sample of students chosen randomly by grade level	May, 1974	Project Director or Designate
4. The students in the career education program, grades K-6 will demonstrate good work habits as measured by their work attitudes in the classroom. It is expected that the positive ratings received on a rating scale for school work habits will be 60 percent of the possible ratings.	Work Habits Rating Scale	Already available	Statements concerning students' work behavior	At least 10% sample of students chosen randomly by grade level	May, 1974	Project Director or Designate
5. The students in the career education program, grades K-6 will demonstrate application of good interpersonal skills as measured by teacher ratings. It is expected that the positive ratings received on a social skills rating scale will be 70 percent of the possible ratings.	Social Skills Rating Scale	Already available	Statements concerning students' social skills	At least 10% sample of students chosen randomly by grade level	May, 1974	Project Director or Designate

Elementary Component

	DATA ANALYSIS PRESENTATION				
		Dissemination of Evaluation Results for Overall Project			
DATA ANALYSIS TECHNIQUES	Evaluator's Report Date	Person Responsible	Method	Schedule	Recipient/ Audience
The students' responses will be scored and the number of positive responses determined. The mean number of positive responses will be computed and a percentage of the possible score calculated.	Dec. 15, 1974	Project Director	Written reports, oral reports and newsletters	Jan. 1, 1975	-School Personnel in parish -State Dept. of Education -USOE -Advisory Committees
The number of positive ratings will be determined and a percentage of the total will be calculated.	Dec. 15, 1974	Project Director	Written reports, oral reports and newsletters	Jan. 1, 1975	-School Personnel in parish -State Dept. of Education -USOE -Advisory Committees
The number of positive ratings will be determined and a percentage of the total will be calculated.	Dec. 15, 1974	Project Director	Written reports, oral reports and newsletters	Jan. 1, 1975	-School Personnel in parish -State Dept. of Education -USOE -Advisory Committees

Junior High School Component
EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. The students enrolled in the exploratory courses will demonstrate knowledge of manufacturing and construction processes as measured by their grades in the World of Manufacturing and the World of Construction Courses. It is expected that at least 75 percent of the students will receive passing grades.	Course grades	Grading system already in use	Knowledge of content of career oriented units	Students in grades 7-9 in the courses of World of Manufacturing & World of Construction	At end of course	Classroom teachers
2. The eighth grade social studies students studying the career unit "Port of Baton Rouge" will apply career achievement skills as indicated by the ratings of the teachers. It is expected that the mean rating will be 60 percent of the possible score.	Skills rating scale	Feb., 1974	Ratings on various career achievement skills	8th grade social studies students studying career unit on "Port of Baton Rouge"	At end of unit	Classroom teachers
3. As a result of participating in group guidance mini units, students in grades 7-9 will improve their response toward the guidance concepts & program as measured by a guidance questionnaire. It is expected that the percent of positive post-test responses on the questionnaire will be at least five percent higher than the percent of positive pretest responses.	Guidance Questionnaire	Already developed	Guidance concepts and feelings toward guidance program	Students in grades 7-9 that participate in guidance mini units	Pretest at beginning of mini unit Post Test At end of mini unit	Counselors

Junior High School Component

DATA ANALYSIS TECHNIQUES	DATA ANALYSIS PRESENTATION				
	Evaluator's Report Date	Dissemination of Evaluation Results for Overall Project			
		Person Responsible	Method	Schedule	Recipient/ Audience
The number and percentage of students receiving passing grades will be computed.	Dec. 15, 1974	Project Director	Written reports, oral reports and newsletters	Jan. 1, 1975	-School personnel in parish -State Dept. of Education -USOE -Advisory Committee
Each rating will be given a numerical value. The mean numerical value of all the ratings will be computed for the group. The mean numerical value will then be divided by the total possible numerical value to determine a percentage. This percentage will be compared with the criterion.	Dec. 15, 1974	Project Director	Written reports, oral reports and newsletters	Jan. 1, 1975	-School personnel in parish -State Dept. of Education -USOE -Advisory Committee
The pre and post questionnaire will be scored to determine the number of correct or positive responses. The pre and post mean response for the group will be computed. The difference between the two means will be determined and the percentage of gain calculated.	Dec. 15, 1974	Project Director	Written reports, oral reports and newsletters	Jan. 1, 1975	-School personnel in parish -State Dept. of Education -USOE -Advisory Committee

Junior High School Component

EVALUATION DESIGN SUMMARY CHART

	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
PERFORMANCE OBJECTIVE	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
4. Eighth grade students participating in a "Group Guidance Unit" will improve their career achievement skills as measured by the Career Maturity Inventory. It is expected that the mean post test scores on the goal selection and problem solving sections of the inventory will be statistically significantly higher than the mean pretest score.	Career Maturity Inventory	Already available	Goal selection and problem solving activities	Students in grades 7-8 participating in "Group Guidance Unit"	At end of unit	Counselor

Junior High School Component

DATA ANALYSIS TECHNIQUES	DATA ANALYSIS PRESENTATION				
		Dissemination of Evaluation Results for Overall Project			
	Evaluator's Report Date	Person Responsible	Method	Schedule	Recipient/ Audience
The number of correct responses on the test will be computed for each student and the mean determined for the group. The norm tables will be used to determine the percentile rank of the mean.	Dec. 15, 1974	Project Director	Written reports, oral reports and newsletters	Jan. 1, 1975	-School Personnel in parish -State Dept. of Education -USOE -Advisory Committees

Grades Ten to Fourteen Component

EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. Students in the T & I, Health Careers, and Child Care Management Programs will be prepared for jobs at the entry level as indicated by teacher grades. It is expected that at least 75 percent of the students will receive passing grades in the courses.	Teacher grades	At the time the course is completed	Grade indicating the mastery level of student on skills taught in course	11th & 12th grade students in designated programs	At end of course	Teachers in programs
2. Students who enroll in the post high school job-related program will be prepared for jobs at the entry level as indicated by instructor's ratings. It is expected that 75 percent of the students will receive a satisfactory rating.	Instructor's ratings	Already available	Ratings on mastery of skills	Students enrolled in post high school T & I offerings	At end of course	Teachers in programs
3. Students in the Health Careers & Child Care Management programs will demonstrate ability to relate information about academic subjects and knowledge of self to choosing an occupation as indicated by their scores on parts I and III of the Career Maturity Inventory. It is expected that the mean score of the group will be at least 13.	Career Maturity Inventory	Already available	Information about knowing yourself and choosing a job	Students enrolled in Health Careers & Child Care Management programs	At end of course	Teachers in programs

Grades Ten to Fourteen Component

DATA ANALYSIS TECHNIQUES	DATA ANALYSIS PRESENTATION				
		Dissemination of Evaluation Results for Overall Project			
	Evaluator's Report Date	Person Responsible	Method	Schedule	Recipient/ Audience
The number and percentage of students receiving a grade of D or higher will be computed.	Dec. 15, 1974	Project Director	Written reports, oral reports and newsletters	Jan. 1, 1975	-School personnel in parish -State Dept. of Education -USOE -Advisory Committees
The number and percentage of students receiving a satisfactory rating will be computed.	Dec. 15, 1974	Project Director	Written reports, oral reports and newsletters	Jan. 1, 1975	-School personnel in parish -State Dept. of Education -USOE -Advisory Committees
The students' answers on the test will be scored and a mean for the group will be computed.	Dec. 15, 1974	Project Director	Written reports, oral reports and newsletters	Jan. 1, 1975	-School per-personnel in parish -State Dept. of Education -USOE -Advisory Committees

Placement Component
EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsibl
1. The Career Education Project staff will demonstrate ability to assess the effectiveness of the T & I program as indicated by the completion of a follow-up study. It is expected that the follow-up study will include (a) data about students' employment experiences, (b) information about students' satisfaction with their jobs, and (c) ratings of students concerning their high school training experiences. The evaluator will use an observation checklist to verify that the follow-up study has been completed and the stated contents included in it.	Observation checklist	July 15, 1974	Follow-up information on students' occupational achievement and attitudes toward his high school training	1974 T & I graduates	Nov. 1, 1974	Evaluator
2. The project staff, in cooperation with the school counselor will demonstrate ability to apply placement skills as indicated by the number of graduating students placed in jobs, vocational-technical schools, or other post-secondary training. It is expected that 80 percent of the graduating students in the T & I, Health Careers, and Child Care Management programs will be placed.	Placement Record	Already available	Data showing name of student and placement information	Seniors in the T & I, Health Careers, & Child Care Management programs	Nov. 1, 1974	Project staff and counselo

Placement Component

	DATA ANALYSIS PRESENTATION				
		Dissemination of Evaluation Results for Overall Project			
DATA ANALYSIS TECHNIQUES	Evaluator's Report Date	Person Responsible	Method	Schedule	Recipient/ Audience
he observation checklist will be used to erify that follow-up was conducted in each igh school where T & I students were enrolle nd if stated types of information were eceived.	Dec. 15, 1974	Project Director	Written reports, oral reports and newsletters	an. 1, 1975	-School Personnel in parish -State Dept. of Education -USOE -Advisory Committees
he number of students placed in next-step ositions will be tabulated. A percentage on his number in comparison with the total umber graduating will be computed.	Dec. 15, 1974	Project Director	Written reports, oral reports and newsletters	an. 1, 1975	-School Personnel in parish -State Dept. of Education -USOE -Advisory Committees

Placement Component

EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
3. The job-related counselor will demonstrate ability to apply placement skills as indicated by the number of post-secondary students placed in jobs, vocational-technical schools, or other post-secondary training. It is expected that 120 of the students involved in the job-related program will be placed.	Placement Record	Already available	Data showing name of student and placement information	Students enrolled in the job related programs	Nov. 1, 1974	Job-related counselor

Placement Component

DATA ANALYSIS TECHNIQUES	DATA ANALYSIS PRESENTATION				
		Dissemination of Evaluation Results for Overall Project			
	Evaluator's Report Date	Person Responsible	Method	Schedule	Recipient/ Audience
The number of job-related students placed in next-step positions will be tabulated and compared against criterion.	Dec. 15, 1974	Project Director	Written reports, oral reports and newsletters	Jan. 1, 1975	-School Personnel in parish -State Dept. of Education -USOE -Advisory Committees

APPENDIX B

List of Standardized Instruments

Standardized Instruments

1. *Career Maturity Inventory*, 1973, CTB/McGraw Hill, Del Monte Research Park, Monterey, California 93940
2. "Coopersmith Self-Esteem Inventory," Stanley Coopersmith, *The Antecedents of Self-Esteem*. W. H. Freeman and Company, San Francisco, California, 1967.

APPENDIX C

Copies of Locally-Developed Instruments

Career Awareness Assessment Inventory
(Guidance and Counseling Component, Objective One)

1. At this time in your professional career, do you feel competent to implement Career Education programs for your school?

   A. Very competent
   B. Satisfactorily competent
   C. Minimally competent
   D. Not sure

2. How important do you consider Career Education programs for your particular school?

   A. Very important
   B. Moderately important
   C. Slightly important
   D. Not important

3. How adequate is your present school program in providing career information and experiences for all your students?

   A. Very adequate
   B. Adequate
   C. Minimally adequate
   D. Not adequate

ate your need at this time for assistance in developing Career Education programs your students.

   Need considerable help
   B. Could use additional help
   C. Do not need additional help at this time
   D. This area is not important to me at this time

5. Educational media for Career Education programs available to your school are:

   A. Very adequate
   B. Adequate
   C. Minimally adequate
   D. Not adequate

6. How important do you consider business resources for school programs?

   A. Very important
   B. Moderately important
   C. Slightly important
   D. Not important

7. How important do you consider education committees for certain school programs?

   A. Very important
   B. Moderately important
   C. Slightly important
   D. Not important

8. How important do you consider education committees for certain school programs?

A. Very important
B. Moderately important
C. Slightly important
D. Not important

9. In your opinion, most students obtain information about career possibilities from:

A. Teachers
B. Guidance Counselors
C. Friends
D. Other sources

10. Non-school resources available for Career Education in your area seem to be:

A. Very adequate
B. Adequate
C. Minimally adequate
D. Not adequate

11. Career Education programs should be presented:

A. By teachers, independently
B. By teams or departments
C. School wide
D. System wide

12. To what extent should resources outside the school be used in Career Education programs?

A. Extensively
B. Moderately
C. Slightly
D. Outside resources are not really necessary

13. How important are Career Education programs at the elementary school level?

A. Very important
B. Moderately
C. Slightly
D. Unimportant

14. Career Education programs are best structured for multi-disciplinary settings.

A. Strongly agree
B. Agree
C. Disagree
C. Strongly disagree

15. Career Education programs are best suited to the disadvantaged populations.

A. Strongly agree
B. Agree
C. Disagree
D. Strongly disagree

16. At the elementary school level how important is it to relate subject matter to possible career areas?

A. Very important
B. Moderately important
C. Slightly important
D. Not important at this level

PART II. Answer the following (No. 17 through No. 32) according to the scale below:

A. Strongly agree
B. Agree
C. Disagree
D. Strongly disagree

17. Interests expressed by students are of minor importance when designing curriculum.

18. The elementary school is not equipped to develop decision-making abilities.

19. It is easier to work with an adolescent who has made an early career choice than one who has made no commitment.

20. Career Education should be given little emphasis until the child reaches adolescence.

21. Exposure to many career alternatives serves only to confuse the elementary school child.

22. The skill training offered to a student should be based primarily on the results of aptitude tests administered to him.

23. The majority of parents and the business community are eager to become involved in the educational process.

24. The majority of school personnel will individually admit, but collectively deny, the irrelevance of much of today's curriculum.

25. Vocational training should be postponed until after high school.

26. Career development is a process where the pupil is exposed to the work components of his career choice.

27. Children can be introduced in the elementary grades to ideas about working for a living and to realities of wage earning.

28. An occupational commitment should be implicit in every students' secondary school program.

29. Career Education in urban areas is more important than Career Education in rural areas.

30. Only those students who declare themselves to be work-oriented need exposure to the career development approach.

31. Parents with college educations are less apt to support curriculum stressing employability than are parents whose working careers began after high school.

32. Only when a total school approach and curriculum reflect future career applications in all subjects will young people attribute status to the acquisition of a salable

PART III. In the following items (No. 33 through No. 40) weigh the importance of each item by the following scale:

A. Essential
B. Moderately important
C. Slightly important
D. Unimportant

Career Education is a concept which might incorporate the following dimensions:

33. Developing self-understanding.

34. Practice in decision making.

35. Acquiring occupational information through literature, media, and lecture.

36. Narrowing selections of career options.

37. Observing people working, or training for work, in a broad range of career areas.

38. Beginning to match achievement (or skill acquisition) to declared interest.

39. Providing simulation or "hands-on" experiences.

40. Making a firm career choice.

PART IV. In the following items (No. 41 through No. 44) indicate the number of resource persons you know by name who are available to serve your school program. Use the scale below:

A. None
B. One
C. Two, three, or four
D. Five or more

41. Parents.

42. Local business persons.

43. State Department of Education personnel.

44. Higher Education persons.

In-Service Training Test on Career Units
(Guidance and Counseling Component, Objective Three)

1973 AWARENESS/MOTIVATION WORKSHOP

1. List (4) four sources of occupational information.
2. List (3) three guidelines for using resource people.
3. List (3) guidelines for planning field trips.
4. List (3) guidelines for utilizing role playing.
5. List (3) guidelines for hands-on activities.
6. List (3) guidelines for subject matter tie-in.
7. Outline a basic evaluation design to evaluate a unit.
8. List the major steps in developing a unit.
9. List the major goals of any good unit.
10. The idea of a unit as a vehicle for Career Education is to provide the student:
11. The idea of having a unit outline is to provide the teacher with:
12. List the major reasons for evaluating a unit.

Vocationally Oriented Follow-Up Questionnaire
(Guidance and Counseling Component, Objective Four)

NAME OF SCHOOL ____________________

NAME OF COUNSELOR ____________________

The follow-up questionnaire will help assess your knowledge of the vocationally oriented student in your school. Future placement programs that relate to the Career Education thrust in guidance need input from counselors concerning their information repertoire for the vocationally oriented student. Please feel free to use current research data that you have at your disposal as you answer this questionnaire.

1. The post-school survey for [illegible] the following information on the vocationally oriented student:
   Educational Status

   ______% received training on the job, but not going to school otherwise.

   ______% received training in armed services.

   ______% not going to school or receiving training.

   ______% going to college full-time.

   ______% going to college part-time.

   ______% taking home-study.

   ______% going to vocational-technical school full-time.

   ______% going to vocational-technical school part-time.

2. What degree did the students in the 1969 follow-up see their present job relate to their studies in high school?

   ____

   ____

3. What four subjects did the class of 1969 indicate they did not have and think they need in their occupational life since leaving school?

   ____

   ____

4. Name the top two suggestions that the class of 1969 selected as recommendations concerning what the school might do to be of greater service to young people now in school.

   ____

The following questions relate to the Post High School Educational Survey for trade and industrial students. Please complete the following items:

5. Name of T & I course(s)____

____

Number of students in survey____________________.

Number of students returning the survey__________.

6. What was their employment experience? List total number of students unless indicated. The term average is a mathematical average.
At the present time:

______ a. Employed full-time

______ b. Employed part-time

______ c. Attending school or college, not employed

______ d. Attending school or college and employed full-time

______ e. Attending school or college and employed part-time

______ f. A housewife, not employed

______ g. A housewife employed full-time

______ h. A housewife employed part-time

______ i. In military service

______ j. Unemployed

7. Employment since high school ______Yes ______No

How many months during the period since high school were they employed?______

During that time, were they employed in their field of high school vocational training or a related area? _______Yes ________No

8. If unemployed, what do they consider the reason(s) for their present unemployment?

______ a. Not looking for a job
______ b. No job available
______ c. High school training was not adequate
______ d. Marriage
______ e. Personal reasons (illness, family problems, etc.)
______ f. Other reason (Explain)______________________________

9. What are their future plans?

_______ a. Seek employment
_______ b. Remain a housewife
_______ c. Enroll in trade or vocational school
_______ d. Enroll in college
_______ e. Join military service
_______ f. Have no particular plans
_______ g. Remain in present employment
_______ h. Other (explain)

10. The time between high school and obtaining their first full-time job was:
Months - circle one) 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
16 17 18 19 20 21 22 23 24 (Average)

11. Their present job is in the occupational area (not necessarily the specific job) they were trained for in high school. _______ Yes _______ No
If No, check reason:

_______ a. No job available in occupational area trained for
_______ b. Decided I liked other occupation better
_______ c. Other job paid more
_______ d. Other reason (explain) _______________________________________

12. On a separate sheet summarize the job titles and companies.

13. (a) Are they considered a trainee in their present employment?

_______ Yes _______ No

If Yes, what is their position? (check one)
_______ a. Apprentice
_______ b. Managerial trainee
_______ c. Job trainee
_______ d. Other (explain) _______________________________________

(b) If No. has their employer provided you with additional on-the-job training in their present job? _______ Yes _______ No

If Yes, for what period of time? (check one)
_______ a. Less than one week
_______ b. One week to one month
_______ c. More than one month

14. Has their employer given them further formal training (special class, service school, short course, etc.) in their present job? _______ Yes _______ No

15. Have they held more than one full-time job since high school? _______ Yes _______ No

16. If Yes, how many full-time jobs have they held? _________________ (Average)

17. If Yes, check the major reason for leaving their first job:

_______ a. Got a better job
_______ b. Dissatisfied with the job
_______ c. Layed off
_______ d. Dismissed
_______ e. Job abolished
_______ f. To go back to school
_______ g. Inadequate T & I training
_______ h. Other (explain)____

18. How did they locate their first job? (Check one)

_______ a. Through the vocational teacher
_______ b. Through the school counselor
_______ c. By direct application to business or firm
_______ d. Through a friend
_______ e. Through a relative
_______ f. Through a private employment agency
_______ g. Through the State Employment Service
_______ h. Through a newspaper advertisement (want-ad)
_______ i. Other (explain)____

19. What problems did they encounter during their first year out of high school in adjusting to the work-world? Place a check in the box after each of the conditions below which best describe the degree of difficulty experienced by the student.

CONDITIONS	VERY DIFFICULT	DIFFICULT	NOT DIFFICULT
Locating Suitable job openings	_______	_______	_______
Job Interviews	_______	_______	_______
Basic job skills and techniques	_______	_______	_______
Operating machines and equipment	_______	_______	_______
Business rules and regulations	_______	_______	_______
Getting along with fellow employees	_______	_______	_______
Getting along with supervisor	_______	_______	_______
Satisfying supervisor with volume of work done	_______	_______	_______
Satisfying supervisor with quality of work done	_______	_______	_______
Routine business arithmetic	_______	_______	_______
Business English usage (written and oral)	_______	_______	_______
Keeping and using business records	_______	_______	_______
Preparing reports	_______	_______	_______
Other (indicate) ______________________________	_______	_______	_______

20. How satisfied are they with their job? Place a check in the blank after each of the job conditions below which best tells their feeling about their present job.

JOB CONDITIONS	Very Satisfied	Satisfied	Dis-Satisfied	Very Dissatisfied
The people with whom you work	_____	_____	_____	_____
The supervision you receive	_____	_____	_____	_____
The appreciation received for doing a good job	_____	_____	_____	_____
The work you do	_____	_____	_____	_____
The promotions available in your job	_____	_____	_____	_____
The pay you receive	_____	_____	_____	_____
Working conditions	_____	_____	_____	_____
Overall job satisfaction	_____	_____	_____	_____

21. Which of the following statements best describes their opinion regarding the degree to which their high school Trade & Industrial training prepared them for their job? (check one)

_____ a. Exceptionally well prepared
_____ b. Well prepared
_____ c. Poorly prepared
_____ d. Does not apply

22. In what ways could high school Trade & Industrial programs have been more helpful? (Please summarize on a separate sheet the top ten suggestions.)

23. a. Please answer questions in this section if the student is attending school or college.

_____ a. Trade or technical school
_____ b. Private business school
_____ c. Company school
_____ d. Two year college
_____ e. Four year college or university
_____ f. Military
_____ g. Other (indicate)_____________________________

b. What are their fields of study? On a separate sheet, make an unduplicated list and tally.

c. Their high school Trade & Industrial training and their present course of study is: (check one)

_____ a. Directly related
_____ b. Indirectly related
_____ c. Not related
_____ d. Cannot determine

24. Did they recommend additional vocational courses for high school students?

______Yes ______No

If so, please indicate (Unduplicated list and tally)

____

____

____

____

____

25. Please indicate other comments concerning high school education.
(Top five if possible)

____

____

____

____

____

1974 CAREER EDUCATION AWARENESS/MOTIVATION WORKSHOP
PRE-ASSESSMENT
(Guidance and Counseling Component, Workshop Objective One and Two)

1. Write a definition of a Competency Based Teacher Education Program.

2. Write a comparison of a traditional and a CBTE program based upon at least three separate factors.

3. List and explain the three elements of consideration of an objective

   a.

   b.

   c.

4. Explain the two main functions of objectives

   a.

   b.

5. Differentiate between Instructional and Expressive Objectives

6. Give an "Educational" example of each of the following types of objectives:

   a. Cognitive

   b. Affective

c. Psychomotor

d. Demonstrative

e. Consequential (Product)

7. Describe a Module Format

8. Respond to at least two of the following:

a. CBTE programs are mechanistic and de-humanizing
b. Trivial behaviors are those most easily identified; therefore, the really important aspects of Teacher Education may be overlooked
c. How do we know the identified competencies are appropriate?
d. CBTE programs do not deal with the Affective domain
e. The sum of the parts does not always equal the whole, thus the demonstration of isolated competencies will not guarantee a good teacher.

9. Identify the four parts of the Teacher Corps reference code

a. First three letters

b. First three numbers

c. Second two numbers

d. Last three letters

1974 SUMMER WORKSHOP
Feedback Questionnaire

CAREER EDUCATION WORKSHOP
EAST BATON ROUGE PARISH SCHOOLS

NAME______________________________ DATE_______________________

Post-Assessment of Total Workshop

I. Put a check in under the rating that best describes your feelings about the workshop.

	Excellent	Very Good	Satisfactory	Unsatisfactory
A. Information given by consultants				
B. Materials that were given.				
C. My participation.				
D. Competency Based Teacher Education Work Session.				
E. Small group participation.				
F. Organization of workshop				
G. Cooperation of administration and janitorial staff.				
H. Leadership of resource teachers.				

II. Please answer the following questions.

A. What activity or experience did you benefit from during the workshop?

B. What were the strongest features?

C. What were the weakest features?

D. Do you have suggestions for future workshops?

Picture Identification Test for Grades K-3
(Elementary Component, Objective 1a)

MATERIALS NEEDED: Answer forms, set of 25 specific picture from the Peabody Language Development Kit, Level #1
1965 American Guidance Service, Inc.
Publisher's Building
Circle Pines, Minnesota 55014

ADMINISTRATION OF THE TEST:
Say: "I am going to show you some pictures of workers. I want you to tell me the name of each worker. For example, what is this worker's name?" (Show the sample card of the cowboy.)

"Yes this is a cowboy."

Follow the same procedure with each of the remaining 24 pictures, writing down any unusual or questionable answers.
Remember: To be scored positively, the response must be identified as a job, not as an occupational activity.

Examples:
"Barber" + "He's cutting hair" or "Haircutter" -

"Druggist" + "Medicine man" -

The following exceptions may be allowed:

Saleslady or salesclerk
Trashman or garbageman
Streetsweeper or streetcleaner

All other responses must be the ones printed on the answer sheet.

Total score is the total correct responses.

KEY OF ACCEPTABLE JOB TITLES

PEABODY ELEMENTARY OBJECTIVE IA

Name ______________________ Date ______________

School ______________________ Teacher ______________

Grade ______________________ Total Score ______________

OCCUPATION	SCORE	COMMENT
Barber		
Salesman or Salesperson Sales Clerk Saleslady		
Dentist		
Fireman		
Doctor		
Garbage Man or Trashman		
Lifeguard		
Druggist Pharmacist		
Mailman Postman		
Nurse		
Policeman		
Soldier		
Milkman		
Street Cleaner or Street Sweeper		
Baker Chef Cook		
Mother		
Teacher		
Truck Driver		
Carpenter		
Clown		
Painter		
Boxer or Fighter		
Gardener or Farmer		
Service Station or Attendant Filling Stationman		

LISTING OCCUPATIONS

(Elementary Component, Objective No. 1b)

Read These Directions: I want to see how many different occupations you know. On a sheet of paper write all the different jobs you can think of. Be sure to name jobs, not places of employment. For example, write "cashier" - not "works in a grocery store."

Time Limit: This is a power test, not a speed test. Give the students all the time they need, up to one class period.

Scoring: For each different job, give the student one point.

COOPERATIVE CAREER EDUCATION SURVEY, GRADES 2-3
(Elementary Component, Objective Two)

Name______________________________ Teacher________________________

School____________________ Grade________ Sex__________ Age________

Directions: Circle YES or NO for the following questions:

Yes No 1. Do you think there are some jobs that are not important?

Yes No 2. Could most people do well in more than one different job?

Yes No 3. Does being a girl make a difference in picking a job?

Yes No 4. Will the same jobs be available when you finish school as there are now?

Yes No 5. Does a person's size make a difference in what job he chooses?

Yes No 6. Does how well you do in school make a difference in what job you can choose?

Yes No 7. Will the job you choose make a difference in how much free time you have?

Yes No 8. Can your hobbies help you choose a job?

Yes No 9. Do you have to go to college to be ready for a job?

Yes No 10. Does every job have its bad points?

Yes No 11. Do you feel you should be able to choose your own job?

Yes No 12. Is it too early for a person to be thinking about an occupation if he is only in elementary school?

Yes No 13. Should a person know some things about himself before he chooses a job?

Yes No 14. Are there other places besides college where a person can learn to do certain jobs?

Yes No 15. Does a person who makes the best grades in school always get the best job?

Yes No 16. Can a person start out in one occupation and change his mind and then learn to do another job?

PLEASE COMPLETE THE FOLLOWING TASKS:

Tell me 3 things you are interested in.

Tell me 3 jobs you would like to do.

Name as many jobs as you can in two minutes.

Give me 3 reasons why people work.

COOPERATIVE CAREER EDUCATION SURVEY, GRADES 4-6
(Elementary Component, Objective Two)

Name ____

Grade ________________ Teacher ________________ School __________

Sex ________________ Age ________________

Directions: Read the following questions. Decide whether they are True or False and circle the correct answer.

1. Many jobs are not important. T F
2. Most of us could be successful in a number of different jobs. T F
3. Being a girl does not influence occupational choice. T F
4. Experiences we have in childhood affect our career choices. T F
5. Most people could be successful in several different occupations. T F
6. New occupations are always being made. T F
7. What kind of person we are affects our job success. T F
8. Most people are satisfied with one occupational choice. T F
9. For some occupations, it may be necessary to live somewhere else to get a promotion. T F
10. The kind of person we are changes throughout our whole lives. T F
11. Most adults can learn how to do a new job anytime. T F
12. Most of us will stay at one occupation for our whole life. T F
13. Staying in your own community affects the number of occupations you can choose from. T F
14. Our successes and failures do not affect career decisions. T F
15. It is important to understand ourselves to make good occupational choices. T F
16. The number and kinds of jobs open to people are always changing. T F
17. A person's size does not affect his occupational choice. T F
18. It is a person's responsibility to gather information about the world of work and the occupations he is interested in. T F
19. How well you do in school does not affect occupational choice. T F

20. A person should be allowed to make his own occupational choice. T F

21. Your health condition will affect the number of jobs open to you. T F

22. Changes in the world situation do not affect job opportunities. T F

23. Each of us is responsible for occupational choices. T F

24. If you are a doctor and do not like your work, you cannot change to a different job. T F

25. Political decisions do not affect the job market. T F

26. Occupations which are somewhat alike can be grouped together. T F

27. The use of machines to save labor affects many jobs. T F

28. Your hobbies can have an effect on your occupational choice. T F

29. School courses can be important for later occupational choice. T F

30. All occupations help our country's way of living. T F

31. You will probably have more free time than your father. T F

32. The amount of free time you have is not affected by your occupation. T F

33. If you know how different occupations are alike, you can have more occupations to choose from. T F

34. Most occupations have no disadvantages. T F

35. After high school, it is necessary to go to college for further training. T F

36. There are several ways to get training to become an airline pilot. T F

37. All jobs make a person glad he's doing them. T F

38. There are things a person can do to make a job more satisfactory. T F

39. There are several ways to get training for a job. T F

40. Every job has its bad points. T F

41. A person who is not satisfied with one company can be satisfied with another company and still be doing the same kind of work. T F

Complete the following items:

List three things you are interested in.

a. ____________________

b. ____________________

c. ____________________

List three occupations in line with your interests.

a. ____________________

b. ____________________

c. ____________________

List three things you can do well.

a. ____________________

b. ____________________

c. ____________________

List three reasons why people work.

a. ____________________

b. ____________________

c. ____________________

What causes occupations to be added or dropped?

____

____

Where can you get information about occupations (name as many as possible)?

____

____

List as many jobs as you can in two minutes.

____

____

____

WORK HABITS RATING SCALE

(Elementary Component, Objective Four)

Student ______________________ Date ______________________

Teacher ______________________ School ______________________

INSTRUCTIONS: Consider each item and rate the student according to his or her usual behavior.

Item	Always	Most of Time	Sometimes	Never
1. Starts on time without prompting				
2. Uses time wisely				
3. Completes assignments				
4. Sees next step				
5. Gets along with peers				
6. Enjoys work				
7. Presents a neat appearance				
8. Follows directions				
9. Work is satisfactory				
10. Is safety-conscious				
11. Takes care of equipment				
12. Works without direct supervision				

RATING SCALE FOR SOCIAL SKILLS
(Elementary Component, Objective Five)

NAME______________________________ DATE____________________

	Almost Always	Frequently	Seldom	Never
1. Shares materials, such as crayons, scissors, paste jars, and brushes	____	____	____	____
2. Takes turns	____	____	____	____
3. Cares for property and materials--be it his own or others	____	____	____	____
4. Responds promptly to requests (by teacher, aide, or other children)	____	____	____	____
5. Listens rather than interrupts	____	____	____	____
6. Able to work things through for himself	____	____	____	____
7. In group work is cooperative with other children	____	____	____	____
8. Shares in making decisions	____	____	____	____
9. Actively participates in group work	____	____	____	____
10. Respects rights of other children	____	____	____	____

1/20/70
br

CAREER ACHIEVEMENT SKILLS RATING SCALE

or High School Component
Objective Four)

me of Student	WORKS INDEPENDENTLY	COMPLETES A TASK	WORKS WITH A GROUP	FOLLOWS WRITTEN INSTRUCTIONS	CORRECTLY ASSESS OWN ABILITIES	MAKES REALISTIC LONG-RANGE GOALS	FULFILL THEIR OWN CONTRACTUAL OBLIGATIONS	MAKE DAILY CONTRIBUTIONS TO A GOAL	FOLLOW RULES OF ORGANIZATION	RECALL FACTUAL INFORMATION	MAKE ADEQUATE DECISIONS	TOTAL SCORE (Possible 44)	GRADE

Rating Scale: 4 Excellent 2 Average
3 Above Average 1 Poor

Grade Equivalent: 40 - 44 A 18 - 28 C
29 - 39 B 11 - 17 D

GUIDANCE QUESTIONNAIRE

(Junior High School Component, Objective 3)

The Assistant Principal for Instruction has given you a "Mark-Sense" card which can be tabulated by machine. You are asked to use the first two spaces alongside each number to respond to the same numbered question on this questionnaire. **BLACK** in the first space (A) for a "YES" answer; black in the second space (B) for a "NO" answer. Do not mark in other spaces (C, D, E, except for item 25). **DO NOT SIGN YOUR NAME.** Your response will be confidential. Please do not talk to other students about their opinions, as it is your opinion which is of value. Thank you for your cooperation.

1. Do you know which members of your school staff were school counselors this past year?
2. Have you been encouraged to investigate the personal and educational requirements for occupations which you have considered?
3. Have you felt free to discuss problems with your counselor?
4. Did your counselor provide an opportunity for groups of students to come together and discuss and understand their own attitudes about things?
5. Has a counselor talked with you about your future educational and vocational plans?
6. Did you have access to the information you have wanted and needed about colleges and other schools which offer post-high school education?
7. Were you helped to learn about your school and how to get along in it when you entered school last year?
8. Have you had an opportunity to discuss with a school counselor various approaches to solving the problems with which you have been faced?
9. Did you feel that your school needed more counselors last year?
10. Are you thinking about or planning what you are going to do when you finish high school?
11. Have your parents ever had a conference with a school counselor?
12. Have your parents ever talked with a school counselor on the telephone?
13. Have you been helped by a counselor to plan the subjects and activities you need and want while you are in high school?
14. Has a counselor helped you to become familiar with employment possibilities in your community?
15. Did you feel a school counselor was interested in you?
16. Did you know where the school counselors' offices were located?
17. Have you been helped to explore whether you have the ability to succeed in reaching your educational and vocational goals?
18. Did the counselors let you borrow books, pamphlets, and other materials which relate to personal and social development?
19. Did you have a conference with a counselor during the last school year?
20. Have you discussed with your parents information you have received from the counselor concerning your educational and vocational plans?
21. Have your teachers suggested that you visit a counselor concerning your educational, vocational, or personal goals?
22. Have any students suggested that you visit a counselor concerning your educational, vocational, or personal goals?
23. Would you like to work with a counselor in small groups that explore similar interests?
24. Would you like to work with a counselor in small groups to discuss future plans?
25. Would you prefer to work with a (A) male, (B) female, (C) either counselor?